

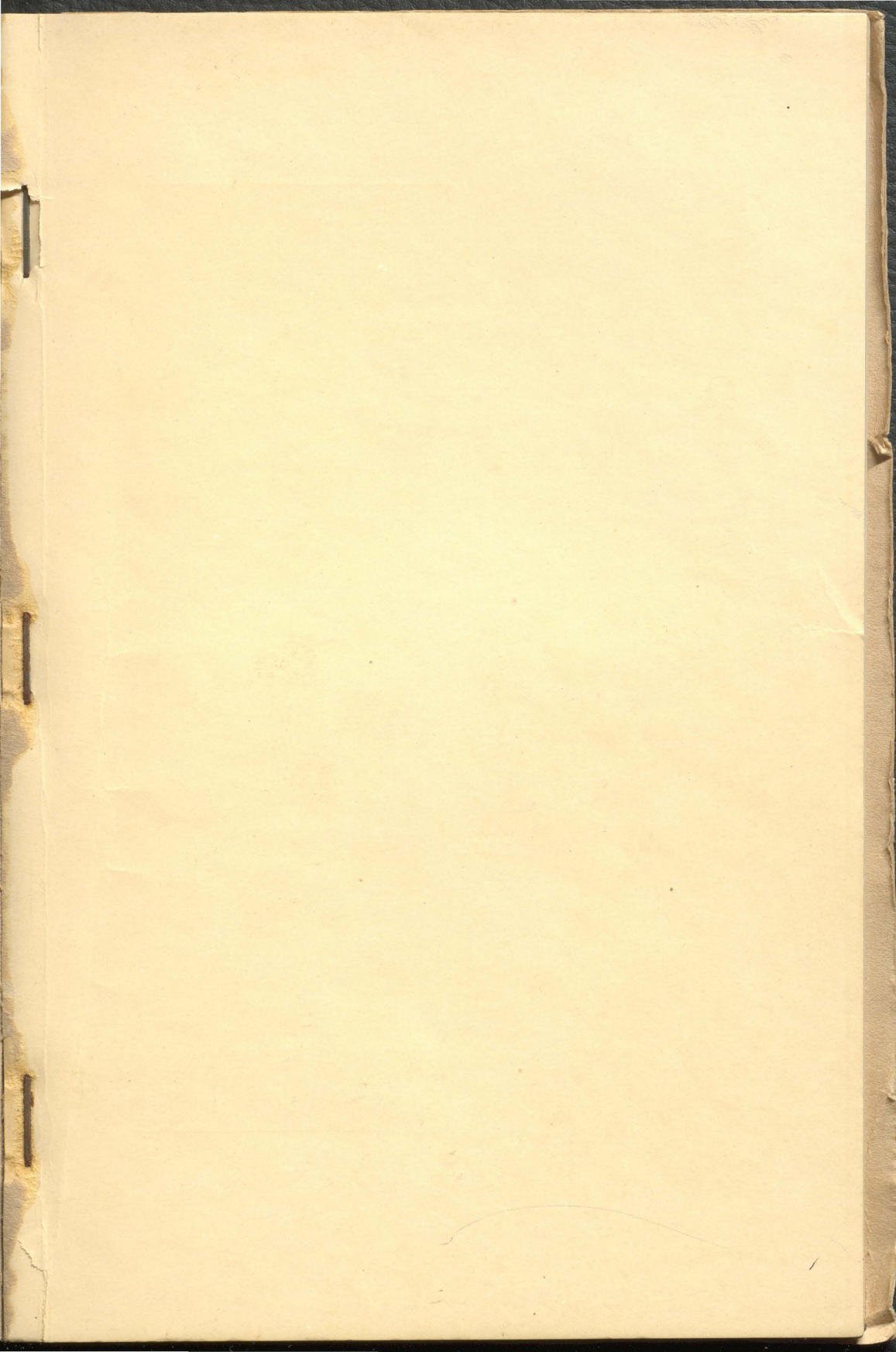
SECOND ANNUAL CATALOGUE
OF THE
State Normal and Industrial
School for Women

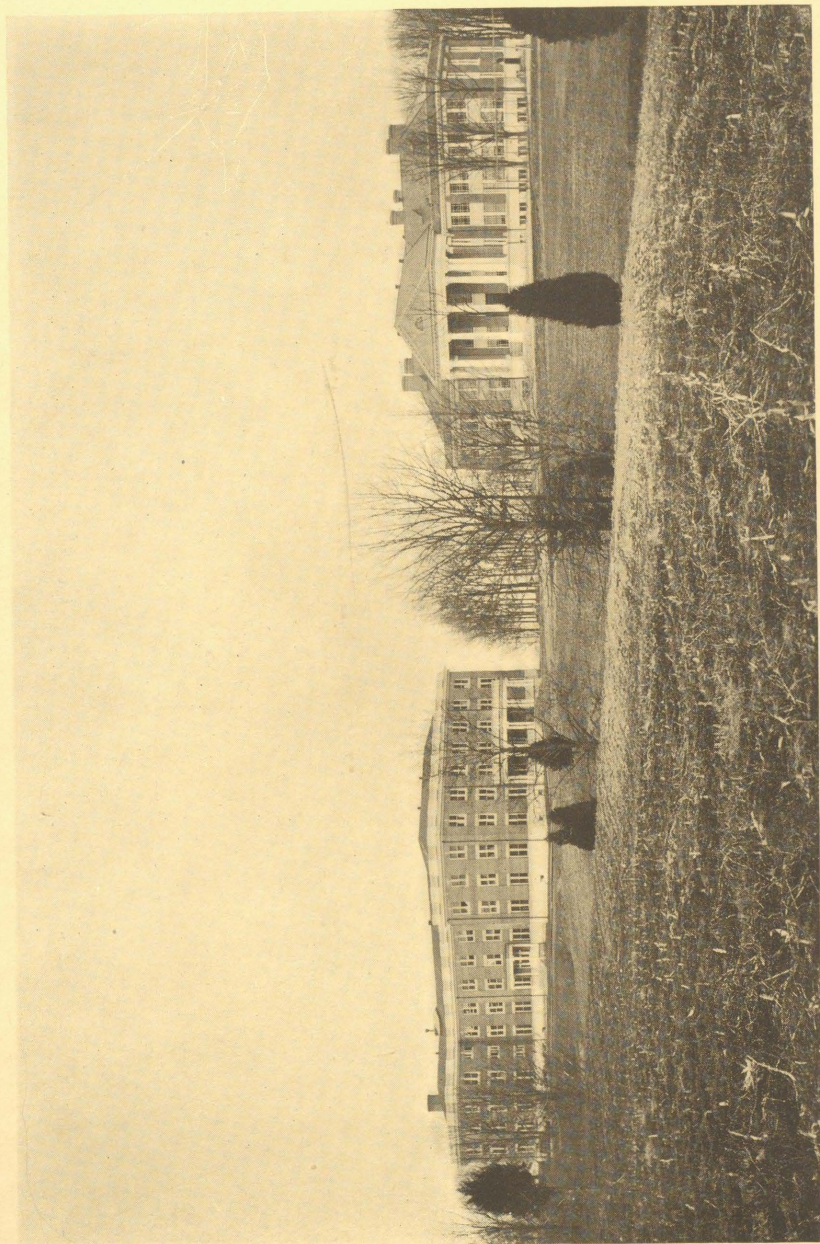


Catalogue 1912-1913
Announcement 1913-1914

Third Session Begins September 11, 1913

Fredericksburg, Va.





VIEW FROM SCHOOL GARDENS

State Normal and Industrial School

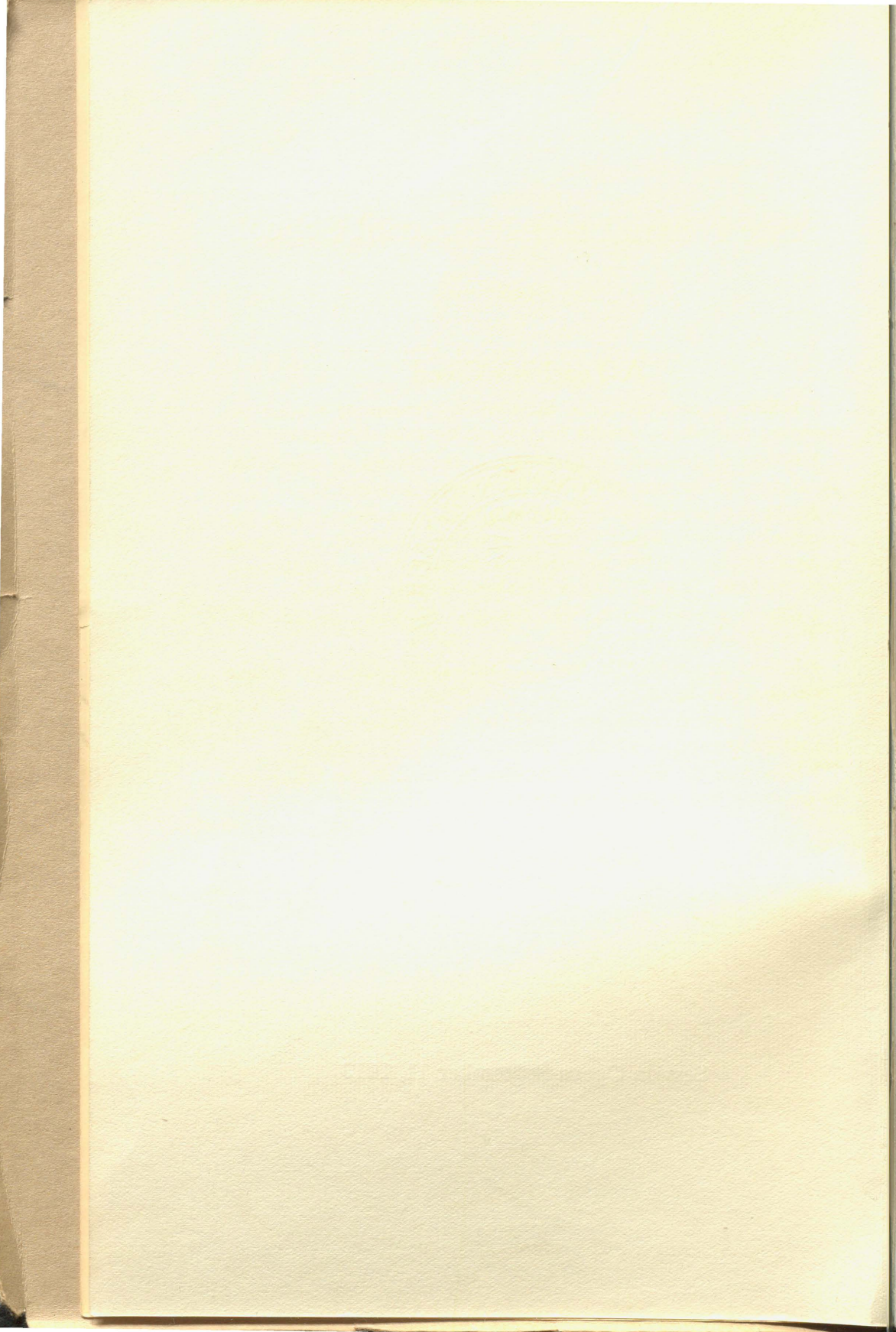
For Women

FREDERICKSBURG, VA.



Catalogue for 1912-1913
Announcement for 1913-1914

Session Opens September 11, 1913



A Teacher's Creed

I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap.

I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching and in the joy of serving others.

I believe in wisdom as revealed in human lives, as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely.

I believe in beauty in the schoolroom, in the home, in daily life, and in out-of-doors.

I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on.

I believe that every hour of every day we receive a just reward for all we are and all we do.

I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen.

EDWIN OSGOOD GROVER.

Calendar

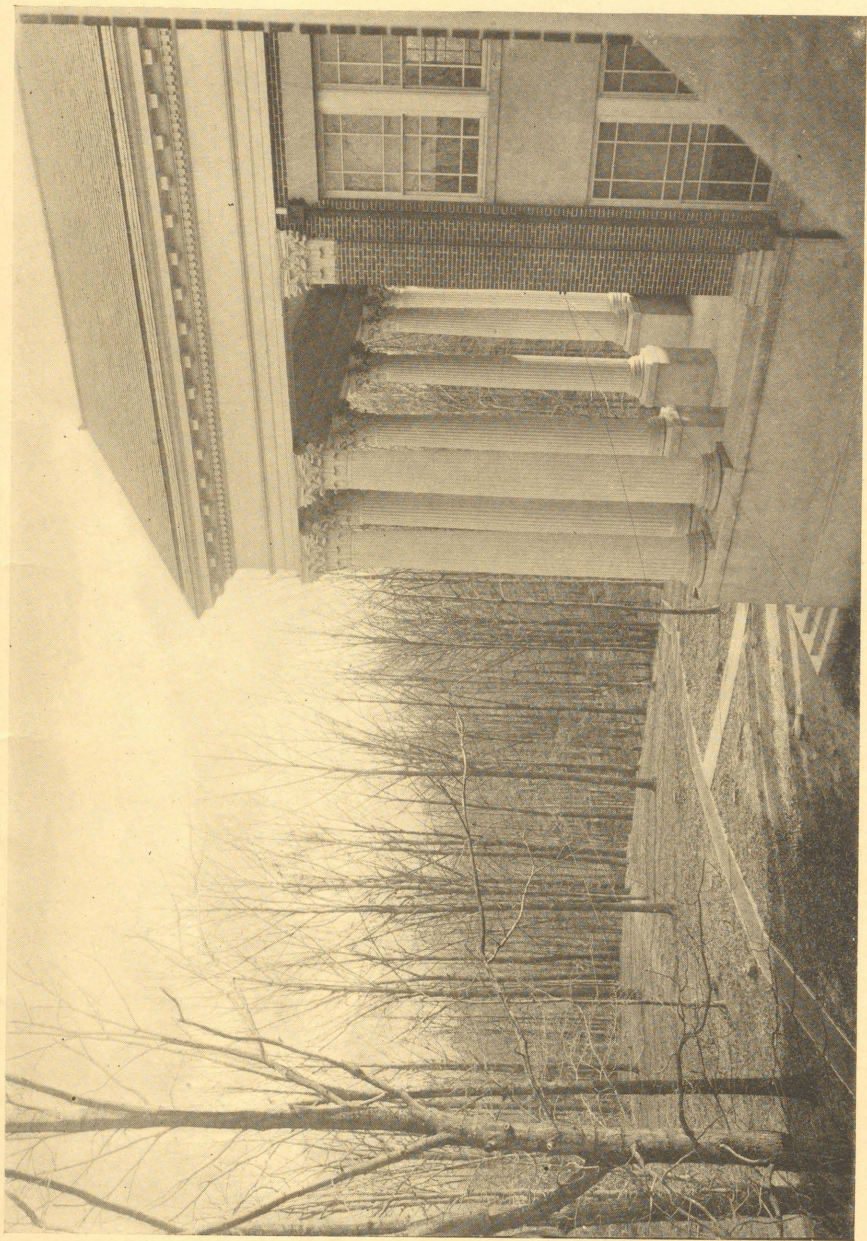
Registration and Classification	September 11, 1913
Special examinations and assignment of lessons,	September 12, 1913
Class work begins	September 15, 1913
Thanksgiving holiday	Thursday and Friday
Christmas holiday begins	Noon, December 23, 1913
Christmas holiday ends	January 2, 1914
First term ends	January 21, 1914
Second term begins	January 22, 1914
Easter holiday	Good Friday and Easter Monday
Session ends	June 1, 1914

NOTE.

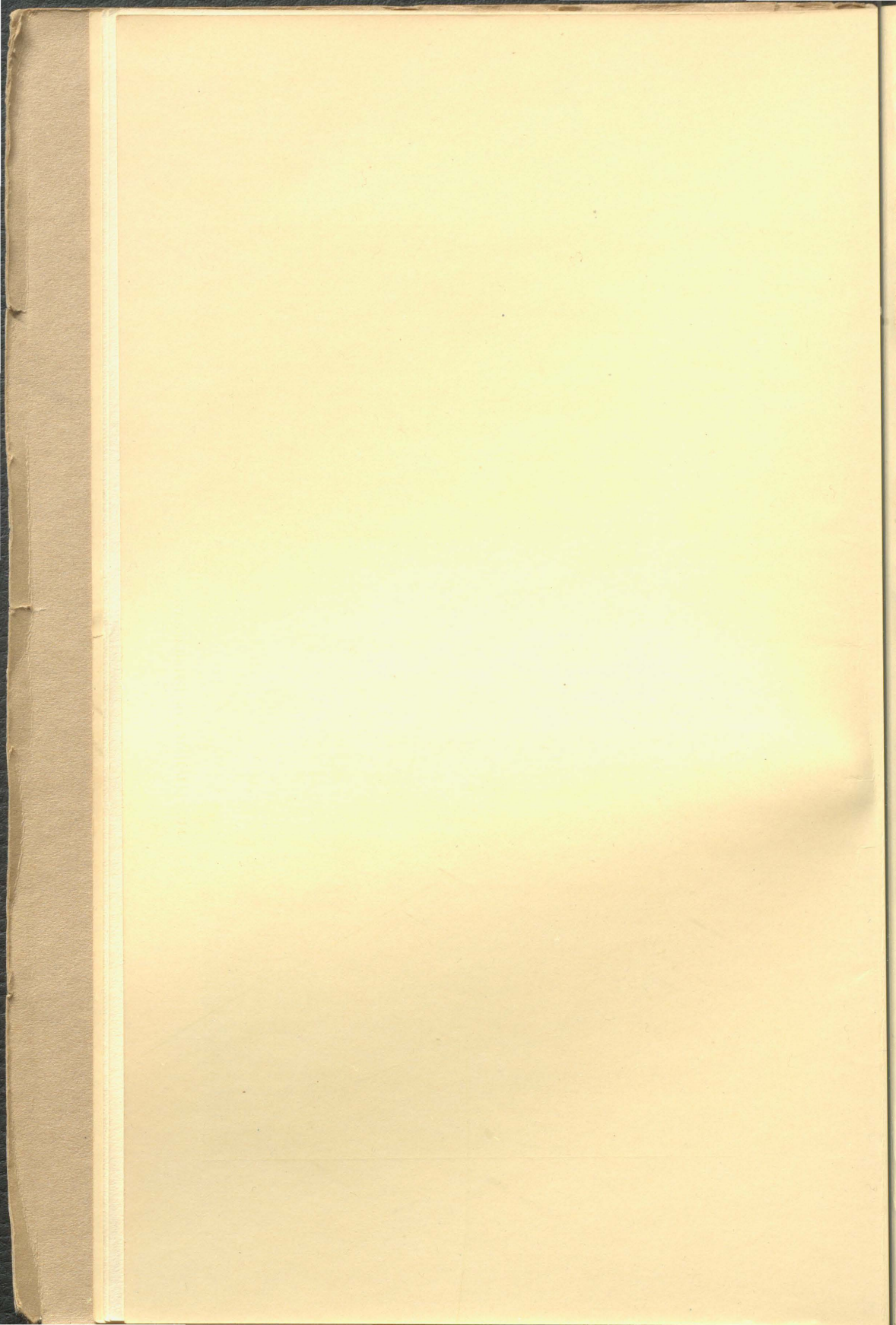
The dormitory will be open for boarders and supper will be served on Wednesday, September 10th. All new students and former students, who are candidates for special examinations will report to the Classification Committee on September 11th, so that they will be ready for special examinations September 12th.

Students returning late after holidays will be given zero on every recitation missed unless excused by the President.

As noted in the calendar the second term begins January 22nd. New classes are formed at that time and students who find it impossible to enter in September are urged to enter on that date.



RUSSELL HALL, FRONTING GROVE



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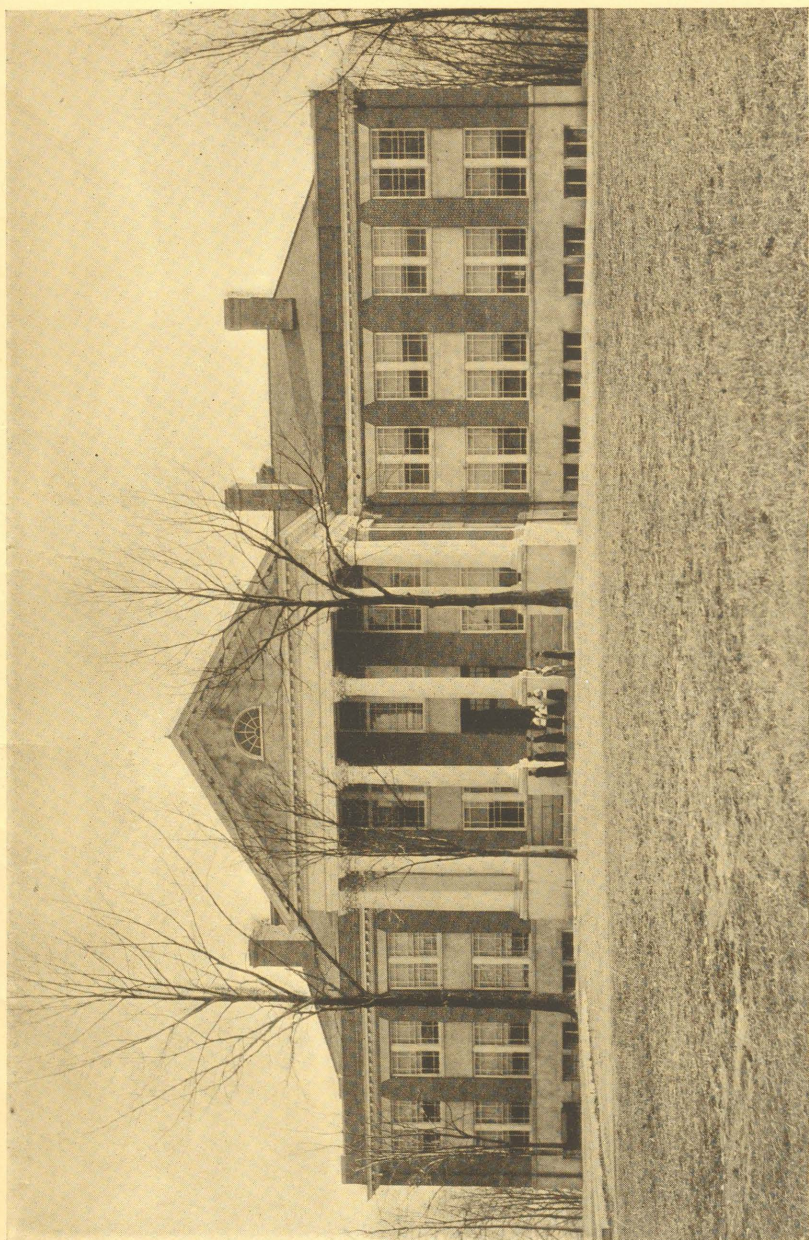
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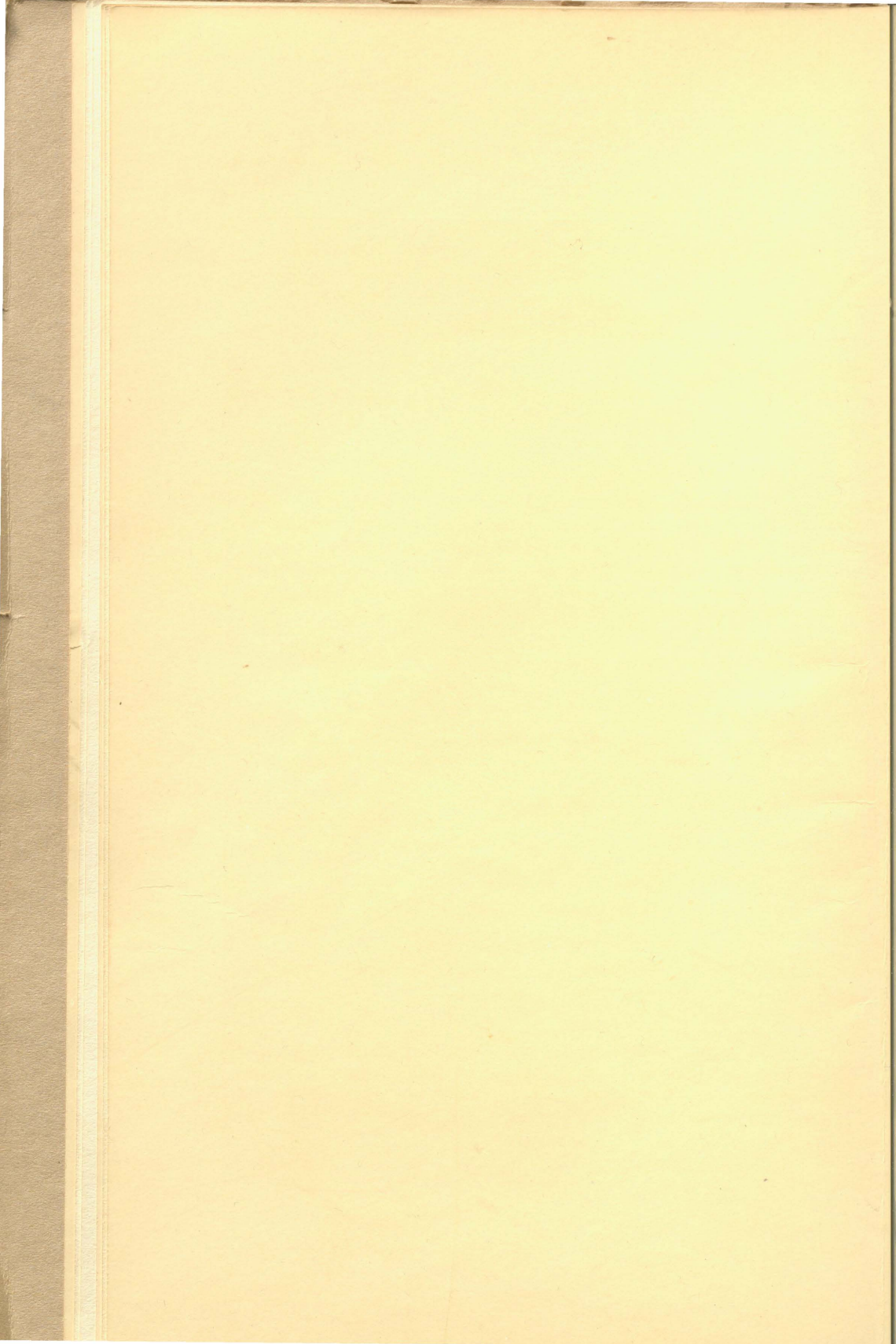
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President of the Board is, *ex officio*, member of all committees.



RUSSELL HALL



Faculty

Session 1912-1913

The order in which the names occur has no special significance.

E. H. RUSSELL—PRESIDENT.

Richmond City High School, Richmond College and V. M. I.; Principal of Schools at Pulaski City; Commandant at Fishburne Military Academy; Superintendent Schools, Bristol, Va.; State School Examiner; founder and conductor of Summer School for Teachers at Emory and Henry College; conductor Summer School at Fredericksburg, Va.

W. N. HAMLET, C. E.

MATHEMATICS AND SCIENCE.

Educated in Public Schools of Lynchburg; C. E. of V. M. I.; Special Courses in Science and Mathematics at U. of Va. and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.

A. B. CHANDLER, JR., B. A., M. A.

LATIN AND SOCIAL SCIENCE.

Preparatory education in Virginia Midland and Bowling Green Academies; B. A. and M. A. University of Virginia; Teacher in Locust Dale Academy; Miss Ellett's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of News Leader.

BUNYAN Y. TYNER, B. A., M. A.

EDUCATION.

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B. A., Wake Forest College; M. A., Columbia University, with Special Diploma in Education, Teachers' College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal, the Wingate High School of North Carolina.

VIRGINIA E. STONE.

TRAINING SCHOOL SUPERVISOR.

Graduate Farmville State Normal; Twelve Years' Experience in Public School Work; Instructor in Primary Work and Reading in Several Summer Schools in Virginia; Special Work at Teachers' College, Columbia University; Primary Supervisor State Normal School, Farmville.

FRANCES L. WITHERS.

HOUSEHOLD ARTS.

Educated at Chester, S. C., High School; Clifford, S. C., Seminary; Martha Washington College; Teachers' College, Columbia University; Summer Courses at Winthrop and University of Virginia; Several Years Teacher in Primary and Grammar Grades in South Carolina; Household Arts Department in Newman Manual Training School, New Orleans.

OLIVE M. HINMAN.

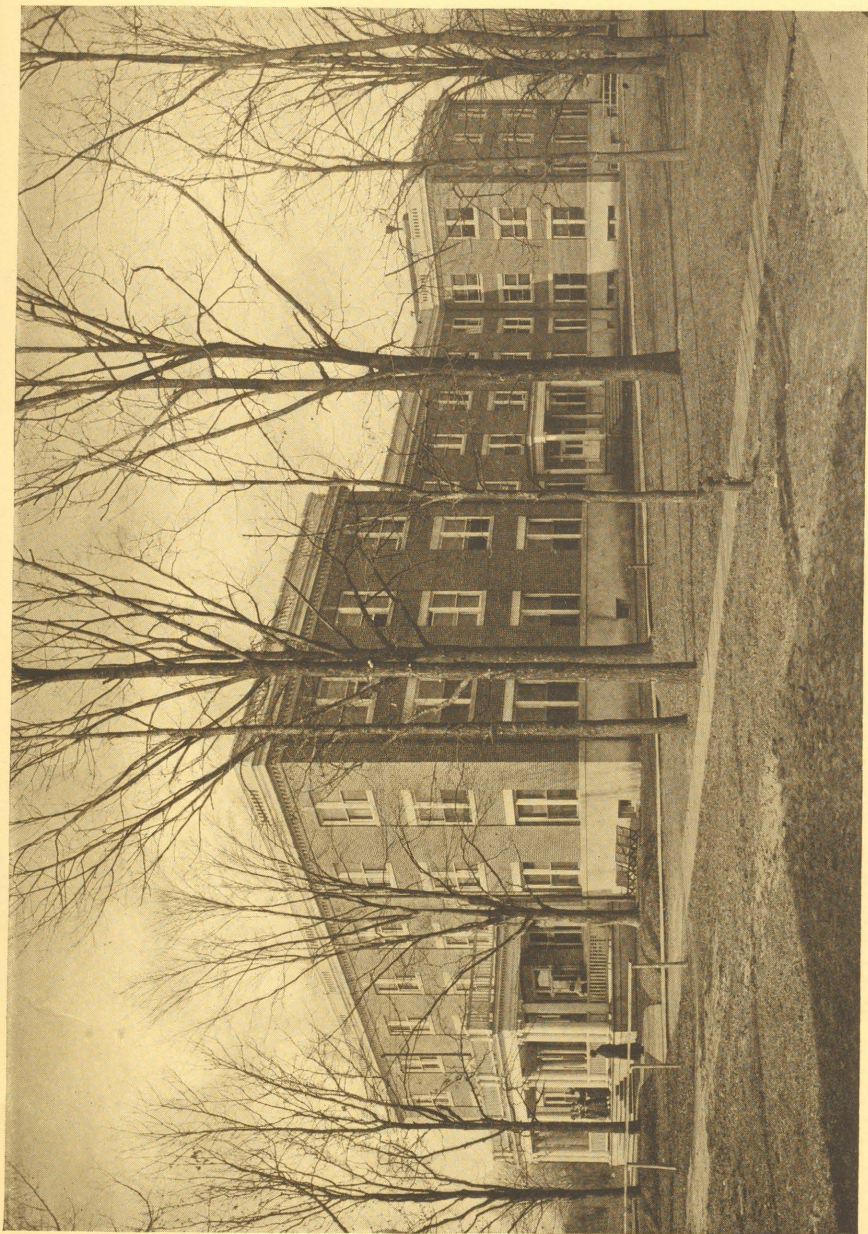
MANUAL TRAINING AND DRAWING.

Educated under Private Tutors in Norfolk and Atlanta; Graduate Farmville State Normal; Special Student in Chicago and New York; Special Drawing Demonstrator for Prang Co. in several States; Supervisor of Drawing, Columbia, Pa.; Teacher of Drawing in several Virginia Summer Schools; Student of Fine Arts at Columbia; Fine Arts Diploma from Teachers' College; Teacher in Summer School of University of Vermont.

VIRGINIA M. GOOLRICK, B. S.

HISTORY.

Educated in Private and Public Schools and the High School of Fredericksburg; Summer Courses at University of Virginia and Columbia University; B. S., of Columbia University; Two Years' Course at Teachers' College; Diploma in History, Teachers' College; Instructor in Virginia Summer Schools; Teacher in Public Schools of Fredericksburg; Scholarship in History at Teachers' College, 1910-11.



DORMITORY

DORA J. DADMUN, A. B.

ENGLISH.

Educated in High School, Watertown, Mass.; A. B. in Liberal Arts, Boston University; Summer Work at Harvard and Chautauqua; Experience as Teacher in McCollom Institute, N. H.; West Virginia Conference Seminary; Principal and Superintendent of Schools, Wilmington, Mass.; Principal Hopkins Academy, Hadley, Mass.

ANNIE I. ANTHONY, B. A., M. A.

MODERN LANGUAGES.

Private Tutors and Public Schools of Amherst County; Danville College for Young Ladies; A. B. and A. M. Graduate Randolph-Macon Woman's College; Taught in Valley Female College, Winchester; Clintwood Normal College; the Public Schools of Virginia; Hardin College, Mexico, Mo.; Special Summer Work at University of Virginia and Johns Hopkins.

CAROLINE RUTH JACKSON, A. B., B. AGR.

RURAL ARTS.

A. B. University of Missouri 1902; B. Agr. Missouri Agricultural College 1902; Junior Scholarship in Agriculture 1900; Teacher of Agriculture and Nature Study, State Normal School, Kirksville, Mo. 1900-08; Graduate Student, Cornell University, spring and summer 1912; Author with Daugherty, Agriculture through the Laboratory and School Garden, 1905.

MARGARET E. FRASER.

PUBLIC SCHOOL MUSIC.

Educated in Boston Public Schools; Graduate in Piano, Harmony and Counterpoint, Copley Square School of Music, Boston, Mass.; Vocal instruction under private teachers, Boston, Mass.; Summer work at Cornell University; solo and choir work in churches of Boston, Mass.; teacher of Music for eight years in Copley Square School of Music, Boston, Mass.

GUNYON M. HARRISON.

ASSISTANT IN MATHEMATICS.

Full Graduate V. M. I. in Electrical Engineering; Principal White Stone High School; served for several years in Electrical Department of Union Pacific R. R.; engaged in Electrical Engineering Contract Work in Fredericksburg.

CARY GRAVES, A. B.**DIRECTOR PHYSICAL EDUCATION.**

Educated at Bedford City High School; A. B. Presbyterian College for Women, Charlotte, N. C.; Two Summers' Work at U. of Va.; One Summer at Chautauqua School of Physical Education; also Private Instructor in Physical Education; Principal Public School in Wise County, Va.; Director Girls' Gymnastics at Fredericksburg College.

NORA C. WILLIS.**INSTRUCTOR IN INSTRUMENTAL MUSIC—PIANO.**

Educated in Public Schools of Fredericksburg; graduate in Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhart, Richmond; Piano Teacher in Williamson Presbyterian Academy; Piano Teacher in Woman's College, Richmond; Summer work at Cornell University.

MARION C. FORBES.**REGISTRAR.**

Graduate of State Female Normal School, Farmville; taught for several terms in Public Schools of Houston and Radford, Va.; for past 10 years Head of the Home at Woman's College, Richmond, Va.

Business and Home Departments

E. H. RUSSELL	<i>President</i>
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ELIZABETH F. CHESLEY	<i>Secretary to the President</i>
MARION C. FORBES	<i>Head of the Home</i>
MRS. MARY B. CHEW	<i>Assistant to the Head of the Home</i>
MRS. PARKE D. CARTER	<i>Housekeeper</i>
G. M. HARRISON	<i>Electrician and Superintendent of Grounds</i>
DR. C. MASON SMITH	<i>School Physician</i>
MISS MARY F. SPENCER	<i>Trained Nurse</i>



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SESSION 1912-1913

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STUDENT ANNUAL.

MISS HINMAN.

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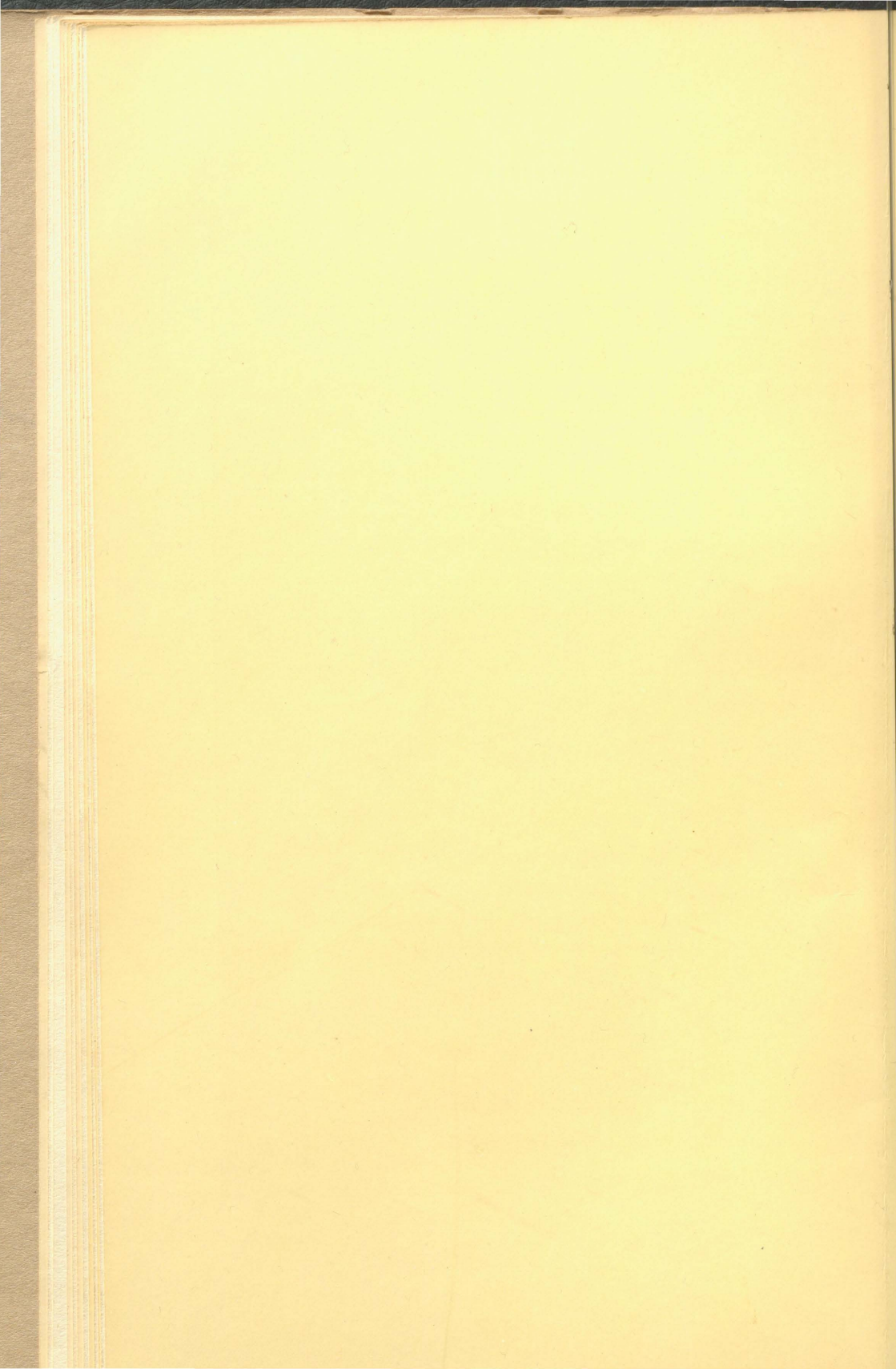
MISS DADMUN.

MISS GOOLRICK.

The President of the school is an *ex-officio* member of all committees.



FREDERICKSBURG PUBLIC SCHOOL USED AS TRAINING SCHOOL



Fredericksburg Public Schools

By a very happy arrangement between the two Boards of Trustees, the primary and grammar grades of the Fredericksburg Public Schools are used as the observation and training school for the State Normal School.

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E. F. BIRCKHEAD, M. A.

CITY SUPERINTENDENT AND PRINCIPAL OF TRAINING SCHOOL.

A. B. William and Mary College; graduate in Education, University of Virginia; M. A., Columbia University, N. Y.

MARY KIPPS, CRITIC TEACHER.

FIRST GRADE.

St. Mary's School, Raleigh, N. C.; State Normal School, Farmville, Va.

EDNA LANDRUM.

FIRST AND SECOND GRADES.

State Normal School, Farmville, Va.

MYRTLE TOWNES, CRITIC TEACHER.

SECOND GRADE.

State Normal School, Farmville, Va.

CATHERINE TAYLOR, CRITIC TEACHER.

THIRD GRADE.

State Normal School, Farmville, Va.

BERYL BARBER.

THIRD GRADE.

Public Schools, Pittsburg, Penna.; Richmond Kindergarten School.

HELEN WINSTON, CRITIC TEACHER.

FOURTH GRADE.

Public Schools, Bristol, Va.; State Normal School, Farmville; Summer session, Columbia University, N. Y.

SELMA ULMAN.

FOURTH GRADE.

Fredericksburg Public Schools; Summer session, University of Virginia.

ELIZABETH RICE, CRITIC TEACHER.

FIFTH GRADE.

State Normal School, Farmville, Va.

MAGGIE HONEY.

FIFTH GRADE.

Fredericksburg Public Schools; Summer session, Columbia University, N. Y.

MRS. EMMA EULISS.

SIXTH GRADE.

State Normal School, Farmville, Va.

FLORA MASON.

SIXTH GRADE.

Stuart Hall; Gunston Hall.

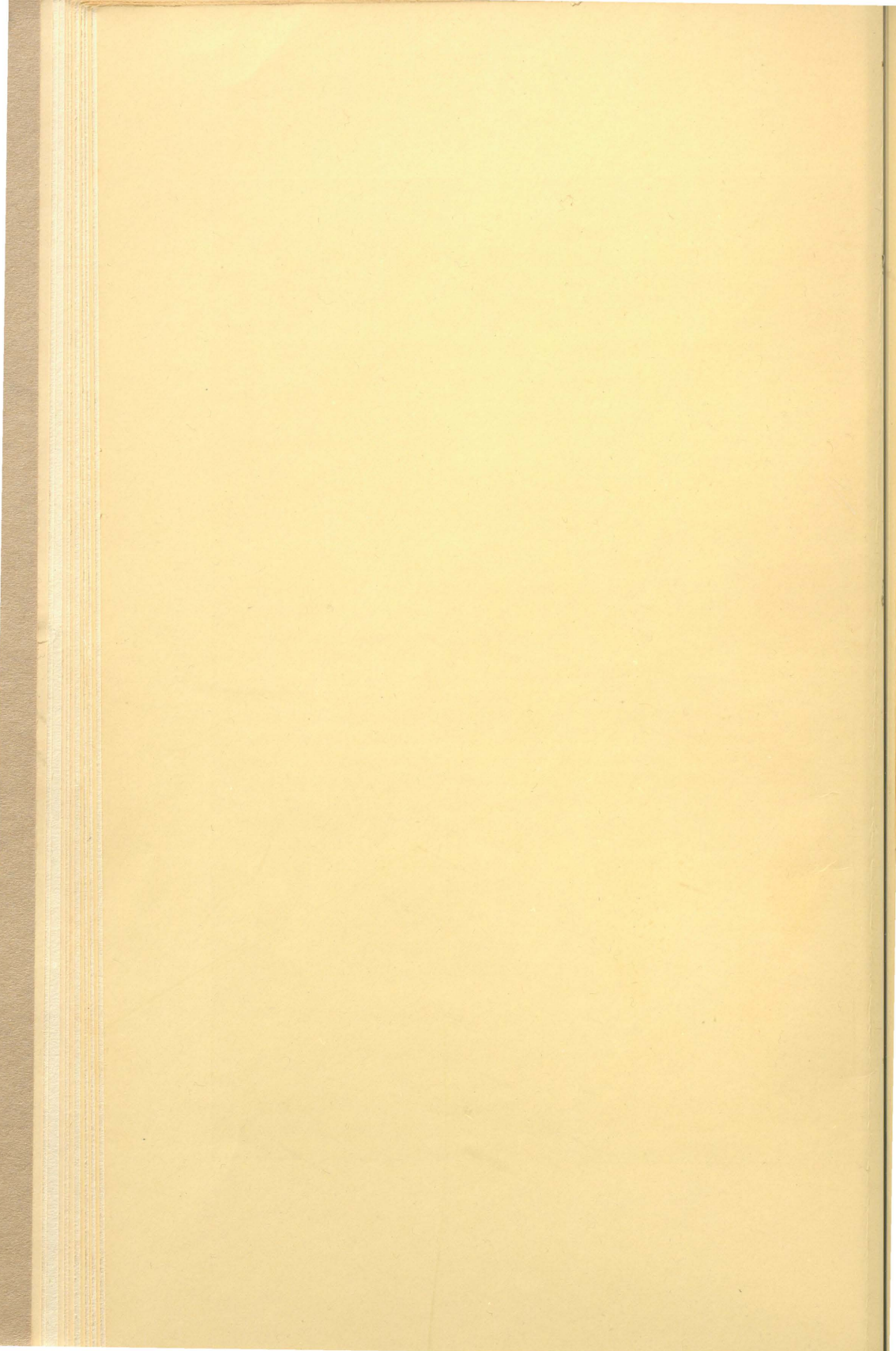
MRS. ELIZABETH COURTNEY.

SEVENTH GRADE.

Fredericksburg Public Schools; Various Summer Schools.



SECTION OF THE DINING ROOM



State Normal and Industrial School for Women

AT FREDERICKSBURG, VIRGINIA

HISTORY OF THE SCHOOL.

The State Normal and Industrial School for Women at Fredericksburg, Virginia, was established by Act of the General Assembly of Virginia of March 14, 1908. See Chapter 284 of the Acts of the Assembly of that year.

Some of the provisions of that Act are :

First. That for the establishment of the State Normal and Industrial School for Women at Fredericksburg the sum of \$25,000 should be available on and after February 28, 1909, upon the condition that the said school be established near or within the corporate limits of the city of Fredericksburg, in the county of Spottsylvania or Stafford; and upon the further condition that an appropriation of not less than \$20,000 be paid by the city of Fredericksburg and county of Spottsylvania or Stafford upon the establishment of the said school, and that the site and plans for the buildings for the said school be submitted, inspected and approved by the State Board of Education.

Second. That the said school should be under the supervision, management and government of the Board of Trustees, consisting of ten members appointed by the Governor and ratified by the Senate. The Superintendent of Public Instruction is to be an *ex-officio* member of said Board, and also a member of the Executive Committee, should such a committee be appointed by the Board.

Third. That said Board shall be a body coporate under the name and style of the State Normal and Industrial School for Women at Fredericksburg, Virginia.

For a full text of this Act reference is made to pages 427-8-9 of the Acts of Assembly of 1908.

The General Assembly in 1910 made an additional appropriation for buildings and equipment of \$120,000.

The first Board of Trustees was appointed by Governor Claude A. Swanson.

Sufficient initial appropriations for the establishment of this school were made by the Legislature creating it, to provide two handsome buildings, a dormitory and an administration building.

The Legislature of 1912, despite the depleted condition of the State Treasury, showed its allegiance to normal education and its friendliness to this school by sufficient additional appropriations to continue the work so auspiciously begun the first session of the school. The corner-stone of the Administration building was laid July 4, 1911. Though neither building was quite completed the first session, the school began on schedule time, September 26, 1911.

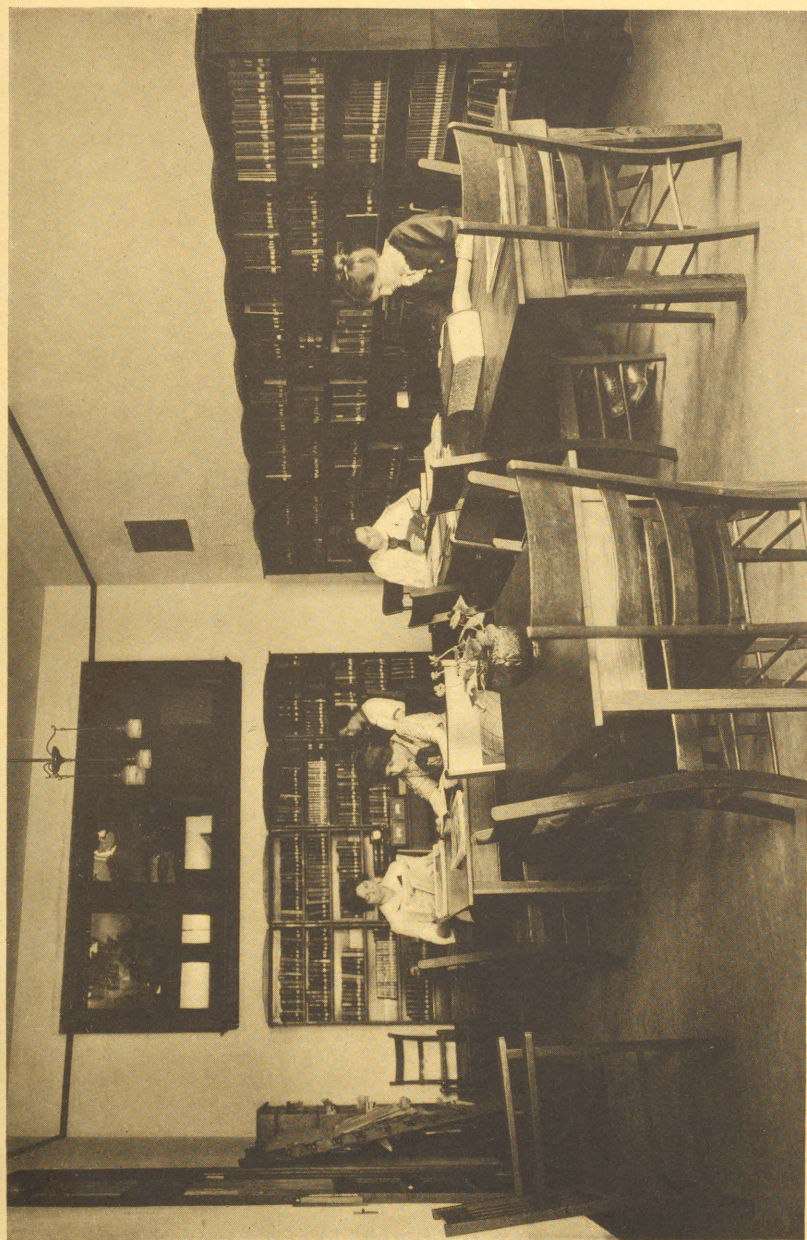
THE PLACE OF A NORMAL SCHOOL IN A SCHEME OF EDUCATION.

The idea is prevalent among some not in touch with the modern spirit of education and educational ideas that a classical education is all sufficient for a successful teacher. This fact is due to the tardy recognition of the professional teacher.

The knowledge of the subject-matter is essential, but it is not the only essential. Of equal importance is knowledge of how to properly present that subject-matter. There are many excellent teachers of today who have never had the advantage of a normal school education, but their success has been won in spite of that fact and not because of it.

The educational progress which has been made in Virginia during the past ten years through the progressive policies of the State Department of Education and the liberal legislative appropriations for public instruction has been nothing short of marvellous. This educational awakening in the old Commonwealth amounts to a renaissance. Practical evidences of this most commendable progress are visible in every section of the State. This progress has been due to a number of co-operative influences and forces. Among these the most potent of all is the teacher herself. Under the new order of things the professional zeal and equipment of the teachers of Virginia have been greatly increased. Nor is it desired that this progress should cease. It is a truism that "as is the teacher, so is the school." However comfortable the school-house may be, however complete its equipment, the school itself will be a failure unless the teacher in charge is interested, able, enthusiastic and professionally equipped for her duties of instruction and leadership.

It is a noteworthy fact also that during this period of educational progress the salaries of the teachers have considerably increased. There is a most insistent demand all over the State for professionally trained teachers. The best positions and the best salaries are open to the best equipped teachers. No teacher of



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spirit and ambition should be willing to be a poor or mediocre teacher if it is possible for her to become a teacher of the first rank. There is always room at the top.

The principal function of a normal school should be two-fold: First, to provide that type of instruction which will best prepare young women to become successful teachers in the public schools of the State; secondly, to give a healthy stimulus to all right impulses and to prepare young women for the responsible duties of home-makers. So that, whether a young woman wishes to become a teacher or not, the kind of training which a normal school should provide for her should be such as to produce culture, refinement and a practical acquaintance with those domestic utilities which will best fit her for her sphere of influence in the home. The future generation of women in this Commonwealth will have more to do with determining the character of its future citizenship than any other influence. The happiness of the home will largely depend upon the ability of the young women of the State to meet the responsibilities of the home life. It is the duty and purpose of this school, therefore, always to have before it this double mission.

Reduced to its final analysis, a true conception of the philosophy of life teaches that success is measured by service. It shall be the business of this school, therefore, to prepare the young women entrusted to its charge for the highest type of service, whether in the schoolroom or in the home or in society. For the attainment of this end it is believed that the kind of education offered by a normal school of this character is best suited. Many arguments could be advanced to sustain this contention. It is sufficient to say that this fact is recognized the country over by educational experts.

The curriculum of a normal school should embrace instruction in three general fields: First, classical and cultural studies; second, science and methods of teaching; third, observation and practice teaching under trained experts.

The teacher must know the facts of the subjects which she is to teach, she should be well versed in the accepted methods of instruction in these subjects, and she must have practical experience in teaching under expert suggestions and criticisms before she is prepared unaided to take charge of a school and to teach and manage it successfully. It is the object of this school to meet fully all three of these conditions. A normal school education, if it is anything, should be intensely practical. Theory and practice must go hand in hand. Education that is of most worth is that which prepares for the highest efficiency in citizenship. A school that sets a lower standard than this will never attain the highest ideals. Practical insight into many of the complex and perplexing problems of the civic life of the State and nation should form a part of a

normal school education. In that way the youth of the next generation who are to become the citizens of the republic can be prepared properly for the duties and responsibilities of useful citizenship.

The demand in Virginia for normal school education has been most pronounced. The establishment by the State of this and other normal schools is evidence of this demand. Superintendents everywhere in the State are trying to secure normal school graduates for their best schools. The demand exceeds the supply. In view of the ever-expanding practical utilities of our life it is essential that the course of study in this school should be sufficiently broad and strong to include manual training, domestic science, rural arts, and other phases of industrial education. A student should be prepared to help solve the many troublesome but practical problems of industrial life that will arise in the home, in the community and in the State; in other words a normal school graduate should mean more than a mere school marm. She should be interested in and acquainted with all of the practical problems of life, however remotely these may touch upon her vocation as a teacher. As Spencer says, "Education should prepare for complete living." The education which this school provides will aim, therefore, to prepare for this larger view of life and of service.

On its academic side instruction is given from the professional viewpoint. The purpose is not merely to teach the facts of the subject, but also to present these facts in such a way as to train the student to teach others.

Uppermost in the thought of this school will be the conception that the young women within its walls should be trained, not merely to occupy the best positions as teachers, but also to occupy with grace, dignity and intelligence their natural positions in the home circle. Consequently, the energies of this school will be focussed as well upon those influences that contribute to the development and elevation of the home life as upon those which prepare specifically for the schoolroom. The school will render its greatest service to the State when its work accords with the life and environment of the student. To this end this school will work for bettering Virginia conditions and solving Virginia problems. That type of education and attitude which tends to create unrest and dissatisfaction with the local conditions of the students' home life is positively harmful. It shall be the aim of this school to educate the student in and for that life rather than away from it, to show how that life may be made most attractive, to beautify and enrich it, and to develop its latent forces into dynamic power for good.



VIEW FROM ATHLETIC GROUNDS



RELICS OF '62—CANNON PITS, BATTLE OF FREDERICKSBURG

LOCATION.

The school property consists of more than 60 acres situated on the ridge known as Marye's Heights. The elevation of this tract is such as to give a commanding view of the city of Fredericksburg and the beautiful Rappahannock valley for several miles in either direction. Six acres of this tract consists of a beautiful grove containing many varieties of our most attractive native trees. This offers a delightful park for the students.

The air is pure and wholesome and the grounds are sufficiently rolling to provide an ample natural system of drainage. The open territory is sufficient for out-of-door games and exercises and for demonstration use in connection with the rural arts department. The distance from the grounds to Washington Avenue, one of the principal residential streets of the city, is just one-half mile, thus making it altogether convenient for students in the city to attend the school. The grounds are connected with this street by a new driveway. In the center of these grounds is a spring of clear and wholesome water which enjoys an enviable local reputation.

Plans are now being projected for laying off the grounds under the direction of an expert landscape architect so as to provide suitable driveways, walks, and terraces. As rapidly as money can be obtained for the purpose this work of beautifying the property will be pushed, till finally it will stand as one of the most beautiful schools in our entire Southland.

THE CITY OF FREDERICKSBURG.

Fredericksburg is situated on the fall line and is at the head of navigation of the Rappahannock River. Its population is about 6,000. No city of its size in America is richer in historic interest than Fredericksburg. It has interesting connections with all of the great wars since the formation of the republic. It is supported by its manufacturing interests and the large agricultural section which is tributary to it.

It is the main point on the Richmond, Fredericksburg and Potomac Railroad between Richmond and Alexandria, one-half way between Richmond and Washington, is the terminus of the narrow gauge road between Fredericksburg and Orange and of the Maryland, Delaware and Virginia steamboat line between this city and Baltimore. It is therefore easily accessible to all points in the State east of the Blue Ridge mountains.

The great Quebec-Miami International highway which has been almost completed at a cost of many millions of dollars passes through this city. Upon the completion of the Richmond-Washington link of this highway, Fredericksburg will be connected with the

capitals both of the State and of the Nation, not only by the best railroad line in the State, but also by this beautiful driveway. Hundreds of tourists now visit the city every year and these undoubtedly will reach into the thousands upon the opening of this public highway.

In Fredericksburg are to be found the home of Washington and of his mother; of General Fielding Lewis; of General Hugh Mercer; the old house to which James Monroe held a pocket deed to qualify him for his seat in the House of Burgesses; the old Rising Sun Tavern, the resort of General Washington and many of his contemporaries; here Lafayette was entertained; here General Washington was made a Mason; here was the only home in America of John Paul Jones; here is the beautiful monolith, a duplicate in miniature of the Washington Monument, erected by the Nation during Cleveland's administration to the memory of Mary, the mother of Washington; here was fought the battle of Fredericksburg during the war between the States. In fact the normal school property itself was a part of this battleground.

But Fredericksburg is celebrated not alone for its historic interests. The city is an old, cultured, Christian community, and has always enjoyed a well-deserved reputation for hospitality. Its climate is ideal, and we know of no city that has a more favorable health record.

It is progressive in its government, and has recently adopted the commission form of government. The city is favored with superior telegraph and telephone facilities, ample mail service, water supply, gas, electric lights, and all the usual city conveniences.

BUILDINGS.

The buildings, as the photographs show, are large, convenient and handsome, and are equipped with all modern conveniences for the comfort of the students and the work of the school. The Dormitory is of the Ionic type of architecture and is the shape of the letter H. The students and several members of the faculty live in this building. Every student's room is well lighted and ventilated. In fact, there is no dark room in the building except a few rooms used exclusively for storage purposes.

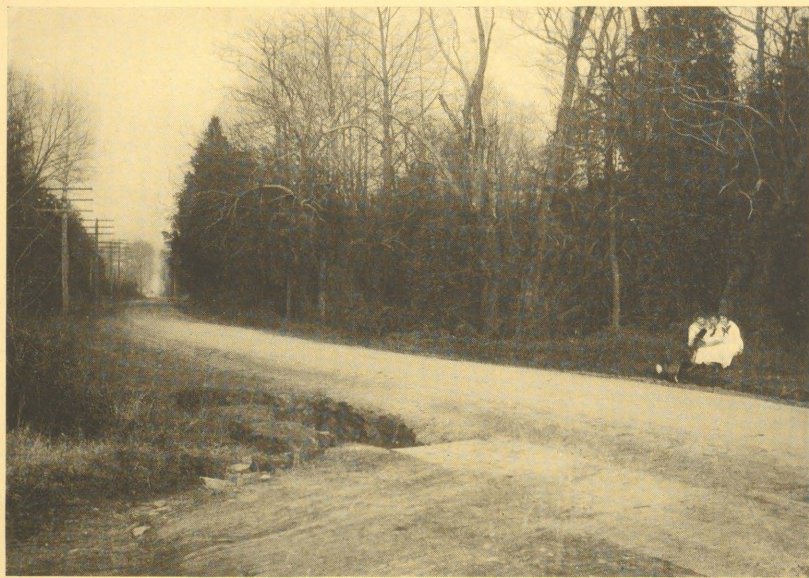
The basement of this building contains the heating plant, the storage tanks, the electric light plant and the laundry.

The first floor contains, besides a few bedrooms, the parlor, the dining-room, the pantry and kitchen. The second and third stories contain dormitories for the students exclusively.

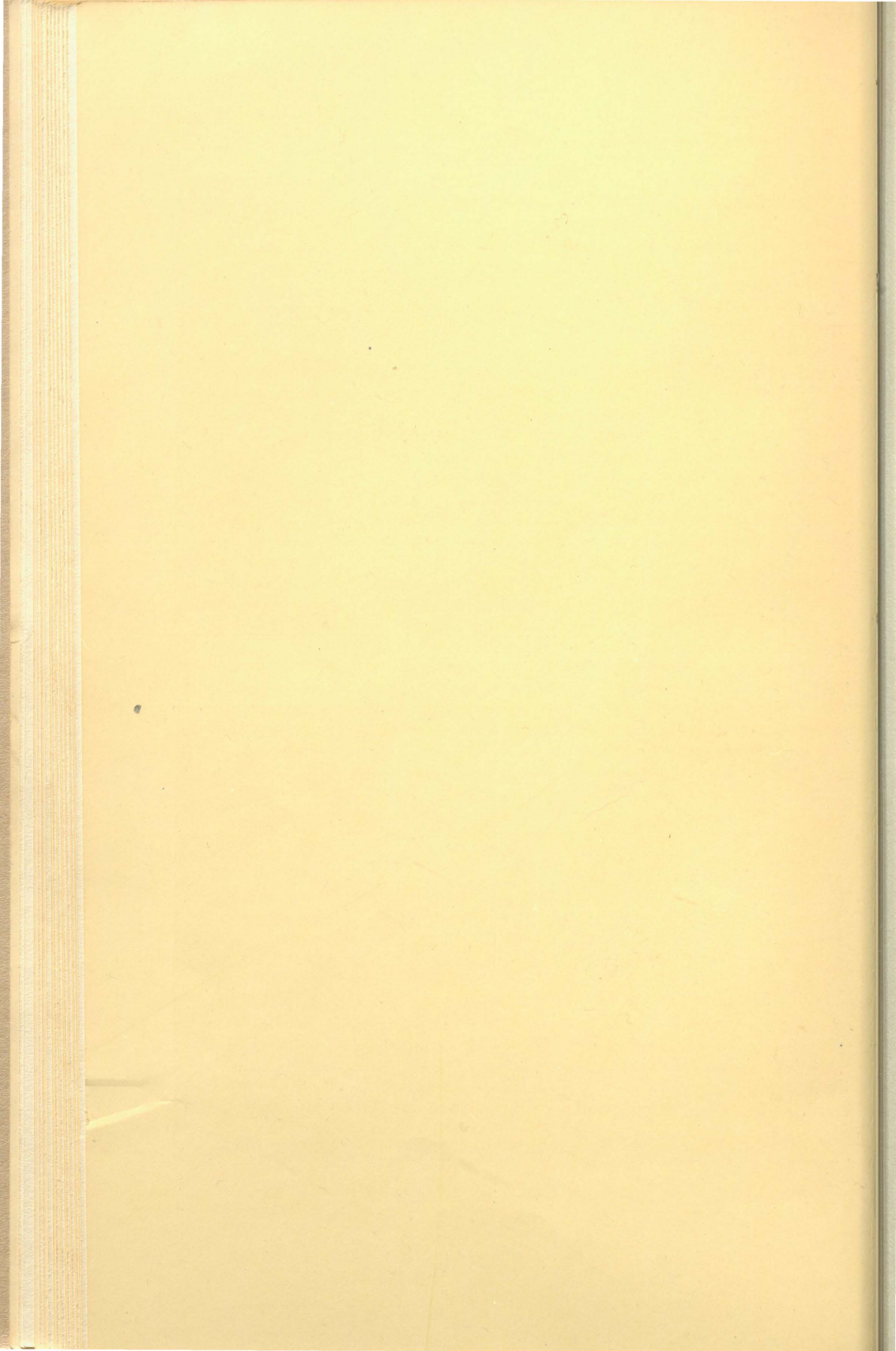
The dining-room will seat about three hundred students, is beautifully lighted and in every respect most admirably fits the demand. The kitchen is just back of the dining-room, is large and fully



OLD PLANK ROAD



OLD PLANK ROAD ENTRANCE



equipped with every modern convenience. On the second floor are rooms suitably equipped and set apart for use as a temporary infirmary. These rooms are supplied with every necessary convenience, such as private baths, toilets, medicine chests and hospital furniture.

This building is one of the most artistic, modern and thoroughly equipped dormitories in the South. The building is finished in pressed brick on cement foundation and is trimmed in Indiana sandstone. The floors of the porticoes are of cement and the columns of the porches are of beautiful Ionic type. The stairways of the parts of the building over the furnaces are constructed of fireproof material. There is a broad stairway at each end of the building, thus minimizing the danger incident to fire.

Each student's room is finished in Mission style. All the materials used in the construction of this building are first class. Each room can comfortably accommodate three persons, and is furnished with single iron beds, high-grade mattresses, and ample bedding. There are two large in-let wardrobes in each room. Every room has a stationary washstand with hot and cold water. The plumbing throughout the building is modern and sanitary. Each floor is provided with an abundance of tub and shower baths. The building is heated with steam and lighted with electricity.

Russell Hall, the handsome and imposing Administration Building, was named by the Board of Trustees in honor of E. H. Russell, the President of the school, as a testimonial to his services in connection with the establishment of the school. This building stands about fifty yards from the Dormitory, and is in the shape of a Roman cross. It is of the Corinthian type of architecture. The class of material used in its construction is similar to that used in the Dormitory.

In the basement are the swimming pool, dressing rooms, gymnasium, bench and metal department of Manual Arts, carpenter room and heating plant.

The first floor contains the temporary library, offices of the President and Business Manager, the post office, and rest room, the departments of History, Modern Languages, English, Education, Geography, Sewing, Biology and other lecture rooms, and also a room used by the Y. W. C. A.

The second floor contains the departments of Household Arts, Chemistry, Physics, Rural Arts, Manual Arts, with laboratories for the various departments. A handsome auditorium, seating about 900 people, is also on the second floor.

This building is heated and ventilated by the most perfect heating and ventilating system known. The electric wiring in all buildings is by the conduit system, which is accepted as the safest and best.

SCHOOL EQUIPMENT.

In the selection of equipment the management has kept in mind the needs of the institution and provided everything with reference to attractiveness and durability. The school has made wonderful progress in providing itself with furniture, equipment and apparatus essential for good work. The Chemistry and Physics laboratories are fully equipped at considerable cost with most modern laboratory tables and every apparatus necessary for efficient work in these departments. In fact very few schools have so full and complete a science equipment necessary for the special instruction that the school is intended to offer.

The school is provided with the usual maps, charts, globes, pictures and other aids to teachers and students.

In the industrial department every effort is made to provide the most helpful and up-to-date equipment.

The Manual Arts department occupies three large rooms excellently adapted for the work. This department is equipped with superior adjustable drawing tables, tables for various kinds of handwork, clay modelling, bookbinding and work benches for wood work, also tables for work in brass. The department has its own clay kiln.

The Rural Arts department has two excellent rooms for indoor work and magnificent provision for school gardens and outdoor work of all kinds.

On the campus is a beautiful grove with a great variety of native trees. The campus is also noted for the remarkable number of birds of almost every variety. These with the rolling nature of the grounds and the rural surroundings constitute a natural equipment unsurpassed for this department.

All necessary equipment is provided in this department for the study of school gardening, home gardening, plants, trees, and insects; with ample apparatus for testing milk, seeds, and soils. Superior laboratory facilities are provided.

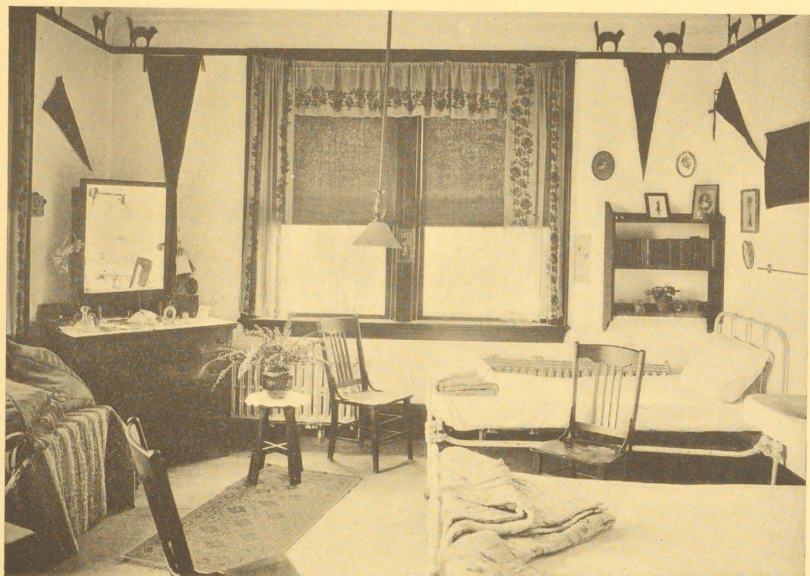
The school is planning to build and equip a hothouse for the use of this department.

Plans are also being developed for providing suitable yards for the scientific study of poultry.

During the past session this department has been under the direction of a very superior woman who has had much experience in the teaching of agriculture.

For the next session there will be added to the department an expert teacher and practical farmer who will also do extension work among the farmers of the county. This department will direct similar extension work among the girls of nearby counties.

The Household Arts department occupies three rooms excel-



STUDENT'S ROOM



CORNER OF SWIMMING POOL

lently arranged for its use. The sewing room is supplied with the necessary chairs, tables, electric irons, models, machines, and other equipment.

The kitchen has the most modern tables, individual gas stoves, gas range and necessary utensils.

The department is well supplied with storage rooms, and as needs arise equipment is secured.

The school is connected with the city system and uses the city gas.

The equipment in the department of industrial geography and biology will be greatly augmented before the opening of the next session.

The school at present owns five pianos, all of which are used in the department of music, except one that is used in the gymnasium.

For lectures in art appreciation and other illustrated lectures, the school owns an excellent electric lantern. Plans are also being made to install a complete motion picture outfit.

Plans are also being made to equip a commercial department for the study of typewriting, stenography, bookkeeping and a regular business course. This course will hardly be offered for the session of 1913-1914, but will be the following year.

The lecture rooms are mostly provided with tablet arm chairs, but for the teaching of penmanship and for work requiring special care in writing some rooms are supplied with regular school desks.

In providing equipment every effort has been made to avoid extravagance and unnecessary expenditures, but at the same time, recognizing the fact that no workman can do efficient work without sufficient and suitable tools, the school has endeavored and will endeavor to make the equipment sufficiently complete to insure the highest grade of work.

LIBRARY.

The Library occupies a large room in Russell Hall, and is under the care of a committee of the faculty. It is a well selected working library of about 2,000 volumes. On the shelves are found the very best reference books, works of classical literature, present day fiction and current literature.

The tables are generously supplied with current periodicals, the best of magazines, a number of daily papers and a large number of county papers.

The committee exercises the best care in the selection of literature in the library, and the students are directed by the faculty in their reading.

In addition to the school library, which is being increased every year, the student-body has access to the Wallace Library, a magnificent public library in the city.

GYMNASIUM AND SWIMMING POOL.

The gymnasium is commodious and well equipped with suitable apparatus. Realizing the necessity for the development of the strong, healthy woman, every student, unless excused by the physician, is required to take physical education. This is provided under the direction of a physical director, and consists of various forms of indoor and outdoor exercises and games. The physical director has also charge of the swimming pool, which gives opportunity for most excellent physical exercise, and also incidentally teaches the students to swim.

THE FACULTY.

The school exercises the greatest care and discrimination in the selection of its faculty. The aim has been to select for each department persons professionally trained for the work. In addition to sound scholarship, practically all of the members of the faculty are in touch with the educational needs of the State, and in thorough accord with the system of public education. They have all had experience in some phase of educational work. A teacher thus equipped has incalculable advantage over the mere theorist without practical experience.

Every member of the faculty teaches with a view, not only to teach the student, but to teach the student how to teach others.

INSTRUMENTAL MUSIC.

Special instruction is offered to the students wishing to pursue the study of the piano. This department aims not only to build up its work in technique and interpretation, but especially to lay foundations for a truly musicianly appreciation and conception of the depth of beauty underlying the great art of piano playing. Such music will be selected by the instructor as is adapted to the individual needs of the pupil. Each student is accountable for the tuition to the instructor in this department, said tuition to be paid in advance monthly, or by the term of three months, as the student may desire.

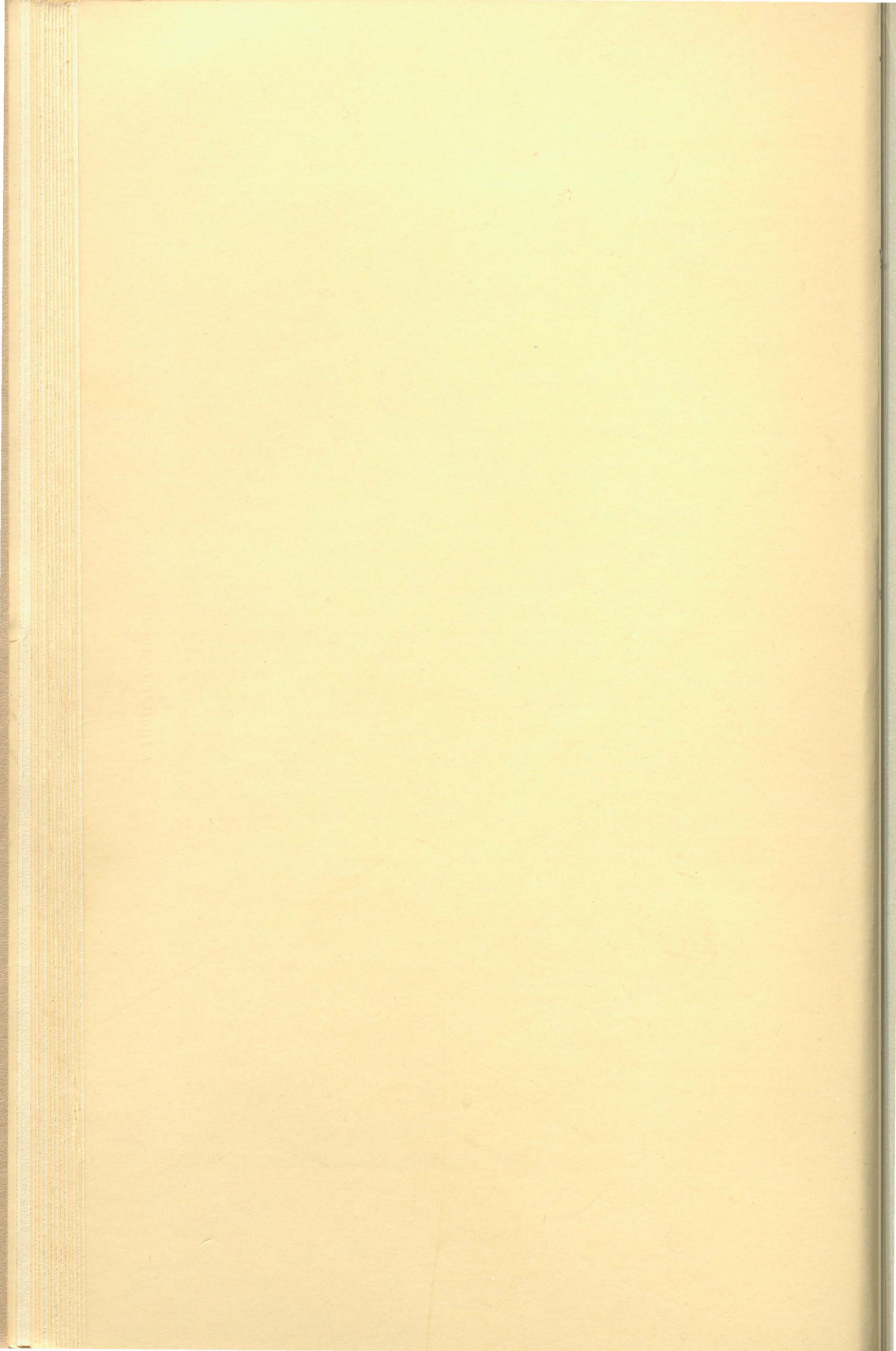
TEXTBOOKS.

Students may find it advisable to bring with them a few good textbooks that they may already have. All textbooks and students' supplies used in the school are kept in the Supply Room and sold to the students as nearly at cost as possible.

In order to avoid making mistakes, students should not buy



A MOMENT OF SUSPENSE



such textbooks before reaching the school. There is no compulsion about buying at the Supply Room, as this is kept purely as a matter of convenience to the students and not for the purpose of making money.

All books and materials sold in the Supply Room must be paid for in cash. Parents are asked to take note of this. Requests are often made for Supply Room purchases to be charged on account, but this is against the policy of the school.

MAIL SERVICE.

The school is equipped with an up-to-date post-office outfit. At its own expense the school furnishes a twice a day mail service. Mail is delivered to the students at the Post Office window at certain hours. Those who may desire it can rent a box at a nominal cost.

LECTURES AND ENTERTAINMENTS.

During the session a series of lectures by speakers of national reputation is open to the student-body and the public in the school auditorium. Other entertainments of a helpful and recreative character are held in the auditorium from time to time.

Among the notable lecturers who addressed the school during the past session were Dr. C. Alphonso Smith, on "The Ministry of Poetry;" Dr. W. B. Forrest, "The Influence of the Bible on English Literature;" Prof. Charles G. Maphis, "Jefferson as Revealed in His Letters;" Miss Vivian Conway, "Constantinople;" Hon. A. J. Montague, "Lives of Lee and Jackson;" Gov. William Hodges Mann, "Battle of Fredericksburg;" Mr. A. B. Bowering, "Personal Reminiscences of the Battle of Fredericksburg;" Dr. W. A. Kepner, "Animal Activities;" Prof. T. S. Settle, "Rural School Improvement;" Dr. W. H. Heck, "School Sanitation."

In addition to such special lectures, the students present a number of entertainments; among those offered during the past session were, "Alice in Wonderland," "A College Minstrel," Concerts by the Glee Club, A County Fair, A Cantata—"The Garden of Flowers," and a number of others presented by the different classes and organizations of the school.

ATHLETICS.

The membership in the Athletic Association includes all the students. The officers of the association, representatives from the classes, and an athletic committee from the faculty, form an executive committee to direct the athletics of the school. In ad-

dition to the regular gymnastic work required, students are encouraged to take part in such other athletic exercises as are of interest and will prove physically beneficial. Such sports as tennis, basketball, baseball, target shooting, swimming, relay races and track events are entered into with enthusiasm. A spirit of friendly rivalry is fostered by a series of inter-class contests culminating on Field Day, when a silver cup is awarded the victorious class. The instructor in charge is careful to prevent over-exertion in the exercises, and the rules regulating the same are made with this in view.

The swimming pool is very much enjoyed by the girls, not only in the warm months, but all the session, as the water may be heated at any time. A number of the girls learn to swim very readily, and many become quite expert swimmers. It also affords good, vigorous exercise. Walking being considered one of the best forms of all-round exercise, walking clubs are formed, with members of the faculty as honorary members and chaperons. Places of interest around the town are visited, and picnics and jaunts are frequently enjoyed. Sixty girls were enrolled in these clubs during the session 1912-1913.

An athletic field and play ground is being planned, upon which every student may engage in some form of athletics. On this field will be laid out new tennis courts, a baseball diamond, and basketball court. There will be apparatus for track events, and play ground apparatus such as swings, giant-strides, merry-go-rounds, balance boards and see-saws. Besides enjoying these, students may learn their use and construction, that they may introduce them afterwards in their own schools. In fact, all athletic exercises and contests at this school are planned and directed with the end in view of giving the prospective teacher a proper conception of the nature and value of directed play.

THE ATHLETIC TROPHY.

The annual class contests for the silver cup this year included the following events:

Basketball, tennis, Swedish folk dance, walking, swimming, 50-yard dash, running high jump, throwing baseball, relay race, standing broad jump, all-up relay race, low hurdle race, potato relay race, potato race, target shooting, 75-yard dash, sack race, three-legged race, shuttle relay race.

Work for the cup extended through the whole session, the interest reaching a climax in the spring, when these contests took place. The field day this year was May 10th. A great deal of spirit and intense class rivalry was in evidence. The classes stood as follows:



TROPHY CUP

First Professional Class	142 points.
Senior Class	82 points.
Second Year Class	61 points.
First Year Class	60 points.
Third Year Class	5 points.

On the afternoon of this field day, a May-day festival was staged in the grove, at which folk dances were given, a play, "Sleeping Beauty," was presented, the May song was sung, the May Queen crowned the victors in the several athletic contests, and the Silver Cup Trophy was presented to the victorious class.

RIFLE CLUB.

In connection with the athletics the students have a Rifle Club, membership in which is purely voluntary.

The object of this club is to teach the young women the care and use of light firearms and give them a degree of confidence in the handling of them that every young woman living in the country should have.

The club is directed and instructed by Mr. Harrison, a member of the faculty, and every precaution is exercised to protect against accidents.

The students are enthusiastic in their interest and the results obtained are remarkable.

Regular target practice is given at stated intervals, affording excellent drills in judging distance, recognition of objects, and quickness in mental and physical co-ordination.

THE TRAINING SCHOOL.

The Training School is a necessary adjunct of every Normal School. It is a practical workshop and education laboratory, being to the student of educational method what the laboratory is to the student of science. The student teacher finds in the Training School opportunity (1) to study child nature, (2) to observe correct methods in teaching and (3) to have practice work in actual teaching. She here applies educational principles to a proper development of the children to be taught. It is necessary in the Training School to teach children and to train student teachers, and through the real development of the child the student gains most help in her own development as a teacher. In no other way can practice teaching lead to independent progressive teaching ability that will give the student teacher the power to adapt herself to the needs of any public school.

Through an arrangement with the City School Board the Fredericksburg public school serves as the practice school for the Normal School. The relationship, therefore, between the two schools is intimate and cordial.

The Training School is a large and handsome three-story brick building, constructed, together with its equipment, at a cost of about \$45,000.00. All of the grades are represented in the school.

The enrollment of the Training School for the past session was 720. Every effort is being made through the co-operation of the Normal School and the City School Board to raise the standard of excellence of the Training School so that it will become one of the model schools of the State in all of its departments. Most gratifying progress has been made in this direction during the past few years. The School Board is more and more insistent that every teacher in the school shall be one of satisfactory professional equipment and successful experience. We do not aspire to ideal conditions except that the excellence of our Training School shall be that gained through skilled teachers handling school work in accord with the best methods and based upon good educational theory and sound educational principles. The use of the public school as a Training School offers practice in actual teaching under real conditions, in many ways similar to those under which the student teacher is likely to do her teaching after graduation. We are glad for our students to have training here to meet problems that they are likely to meet in their future teaching.

For one term, from nine to twelve o'clock each day, the teaching seniors largely have charge of the work in the Training School under the close supervision of the Supervisor and the critic teachers of their respective rooms. Plans of the lessons to be taught are submitted by student teachers for correction and approval before they are taught. The responsibility of the discipline and the class work is thrown upon the student teacher as far as consistent with the time to be used and the best interests of the children. Student teachers are also required to observe teaching one hour each day.

As a prerequisite for graduation all candidates for diplomas must show evidence of ability to teach. Applicants for practice teaching must furnish satisfactory proof that they have the necessary academic requirements and must have had classes in educational principles and methods of teaching school subjects. Our final estimate of a student teacher represents her ability as a woman and as a teacher to train children. She must show evidence of good scholarship, ability to present school work and to discipline a schoolroom and a right attitude toward the serious work of training children.



RIFLE CLUB

EXCURSIONS.

The normal is within easy reach of the scenes of four of the great battles of the War between the States—the Battle of Fredericksburg, Chancellorsville, Spottsylvania, and the Wilderness.

Frequent excursions can be made to these battle grounds by various classes, and there they have the opportunity to study on the field the plan of battle.

Numerous excursions are made by various classes and parties under the care of members of the faculty to Richmond and to Washington. These trips are helpful, interesting and instructive.

Few cities offer more places of historic and educational interest to the student than Richmond.

Washington of course, with its magnificent museums, art galleries, government buildings and countless other places of interest, is conceded to be one of the most educative cities in the world.

THE RELIGIOUS LIFE OF THE STUDENTS.

The students have the privilege of attending the church which they prefer. There are Baptist, Methodist, Presbyterian, Episcopal, Christian and Catholic churches in Fredericksburg. The students also attend Sunday school at the various churches and have an opportunity to meet the religious leaders of the city and to identify themselves with the religious work.

In the regular school day there is a period of thirty minutes set aside for chapel exercises. These services are conducted by some member of the faculty and consist largely of discussions of religious topics, singing, scripture reading and prayer.

Every Sunday afternoon the Young Woman's Christian Association of the school holds devotional services in Russell Hall. The girls themselves usually conduct these services, but at times invited speakers from the city and elsewhere aid in the service, and are a source of help and inspiration to the members.

There are Bible and mission study classes organized by the Y. W. C. A. These classes meet regularly and are well attended. During the past session two Bible classes, a normal training class, and several mission study classes were conducted by members of the faculty, and student leaders selected by the girls.

The Young Woman's Christian Association is thoroughly organized and is a member of the National Organization. It has its own room in which its smaller meetings are held. The larger meetings are held in the auditorium.

The Association undertakes also every year to do some definite Christian work. During the past year it has contributed thirty dollars to the support of Miss Guithias' association work in India,

and has raised fifty dollars to be used for a scholarship in this school.

They have also done considerable mission work of a spiritual and material kind in Fredericksburg.

The officers, who are planning for larger and more efficient work for 1913-1914, are:

President, Junia Graves, Bedford City, Virginia;

Vice-President, Ruth Carter, Upper Zion, Virginia;

Secretary, Sue Walker, Lynchburg, Virginia;

Treasurer, Ruth Wickham, Beaver Dam, Virginia.

Faculty Advisor, Miss Virginia M. Goolrick, Fredericksburg, Va.

HEALTH OF THE STUDENTS.

A special precaution is taken to provide for and promote the health of the students. We realize that no satisfactory work can be done by a student whose body is not strong and healthy. Students are encouraged to engage in regular out-of-door games and exercises, and to take long walking trips.

All students receive the very best medical attention. The school is provided with an Infirmary, where suitable facilities are provided for the care, comfort and treatment of the sick. One of the leading physicians of the city is the regular physician to the school. He visits the school every day and reports to the President of the institution all cases of sickness. He is at the call of the school at any hour when needed. Whenever necessary the best of trained nurses are provided in the Infirmary. The school bears all expenses of medical attention and nursing, except in cases of special private nursing and in the case of special operations.

DAY STUDENTS.

The proximity of the school to the city of Fredericksburg makes it perfectly feasible for students living in the city to attend as day students. Students at a distance who wish to board with friends or relatives in the city may do so and be received as day students.

The school does not assume any responsibility for boarding arrangements or discipline of students who do not board in the dormitory. Day students, of course, will be subjected to the same school regulations as boarding students. Day students have at the school comfortable places in which they may study between classes or eat their lunch during school intermission.

The number enrolled during the past session was much larger than that for the session preceding. The President of the school will gladly assist parents who wish to make arrangements for boarding their daughters in the city.



GYMNASIUM—WAND DRILL



RURAL ARTS—STUDYING PLANTS

SPECIAL AID TO STUDENTS.

STATE SCHOLARSHIPS.

The State offers scholarships for all young women who have taught, or expect to teach, in the public schools of Virginia. These scholarships entitle the holders to free tuition.

In accepting the scholarship the student who has not taught promises to teach in the public schools of Virginia one session for every session she enjoys a scholarship.

Applications for State scholarships should be endorsed by the Superintendent of the division in which the applicant lives.

SPECIAL SCHOLARSHIPS.

The Young Woman's Christian Association of the school has established a special scholarship valued at \$50.00. This amount will be advanced to some worthy student as a loan to be paid back after the student becomes a teacher, when it will again be loaned to another, thus perpetuating the scholarship.

Several other organizations and a few persons are considering the same proposition and it is probable that before the next session opens other scholarships will be established.

STUDENT LOAN FUND.

By special Act of the General Assembly an amount equal to one per cent of the annual state appropriation for maintenance of the school, is set aside as a Students' Loan Fund. This affords a limited number of young women an opportunity to borrow an amount not to exceed \$100.00 per year each, to be paid back after the student begins teaching. The loan bears four per cent interest.

This fund is limited, and students wishing to apply for aid from this source must do so promptly.

EMPLOYMENT SCHOLARSHIPS.

It is the desire of the school, as far as possible, to aid all worthy students in securing an education. To this end the school offers employment scholarships to as many students as possible. This employment consists of light work in the dining room.

During the session of 1912-13 about twenty young women availed themselves of this opportunity and materially reduced their expenses. Other employment is offered a few in the Library. In this way students, without loss of dignity or social caste, or serious

interference with their school work, are able, if sufficiently industrious and energetic, to help pay their way through the school. Our experience has been that the demand for assistance of this character has been much in excess of our ability to supply it. Students, therefore, who wish such employment should make application at the earliest possible moment.

The President of the school will gladly do what he can to make it possible for worthy young women of limited means to attend. He will also be glad to correspond with any persons, or organizations interested in the matter of establishing a scholarship, or other aid fund to assist in the education of worthy young women.

EXTENSION WORK.

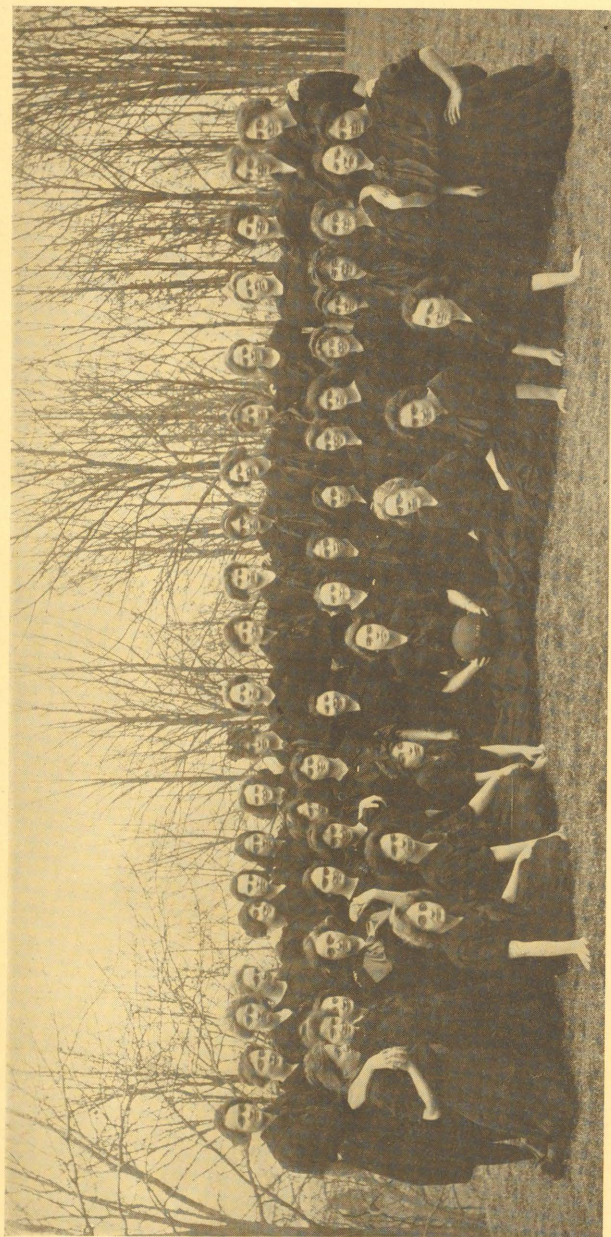
The Normal is planning to introduce a system of rural extension work in the surrounding counties with a view to bringing the school into direct touch with rural life.

This extension work will be conducted by an expert farm demonstrator, who will do demonstration work among the farmers and also work in the schools of the counties by organization of boys into Corn Clubs and various other clubs for the improvement of rural life.

Work among the girls will be done by an expert woman teacher, who will work through the homes and through the schools. This work will consist in the teaching of domestic arts, home economics and similar work intended to deepen the interest of young women in country life. Opportunity will also be given the students to observe the real conditions existing in rural schools. Rural schools near the Normal will be used for this purpose.

HOME LIFE.

The Normal School is a large home within itself. There is an air of home-like freedom and a delightful feeling of sympathetic relationship existing between students and faculty. As a rule the personnel of the student body is high. They are representatives from homes of culture and refinement. Their home and social life here is under the direction of a Christian woman of great experience in such a position. She, as Head of the Home, will give all permits except those of an unusual character. The students are universally respectful, obedient, and considerate in the recognition of the feelings and rights of all. They enjoy our confidence, and very few fixed rules have been found to be necessary for the government of the school. Our students are young women who know what is right; we expect them to live accordingly and believe that they



BASKETBALL SUBS

will do it. If, however, any student through indifference, or lack of judgment, should prove unworthy of this confidence in her, the school will throw around her such restraining influences as may seem necessary, and should the general good require it, the President will confer with parents or guardians with reference thereto, or the student will be dismissed from the school.

For the social life of the students the school furnishes frequent entertainments, receptions and public gatherings. There are various opportunities for young women to develop this side of life so far as their school work will permit. The ladies of the city through churches, Sunday schools, and other organizations happily contribute to the pleasure of the students. The students themselves have various class organizations and special school clubs and also two literary societies—the Russell Literary Society and the Wilson Literary Society—all of which contribute to the social development and entertainment of the student-body.

VISITORS.

The school at present has very limited accommodations for entertaining social visitors. A charge of \$1.00 a day will be made for all guests entertained in the Dormitory. It is expected that the coming of a guest shall be reported beforehand to the Head of the Home. Local visitors who come to visit particular persons at the school will be cordially received, but aimless and promiscuous wandering about the grounds and buildings is prohibited.

A WORD TO THE SUPERINTENDENTS AND TRUSTEES.

The State Normal School at Fredericksburg is supported by the State to furnish teachers for our public schools. We want to help the children of Virginia, and in order to do this we place ourselves at your command. It is our earnest desire to aid you in every way possible that you may secure the very best teachers for your schools. We do not presume to think our school is perfect. We do not presume to claim for a moment that every young woman who comes to the Fredericksburg Normal School will leave it as an ideal teacher, but we do claim that the professional instruction that she will receive here will make her a very much better teacher than she would have been, had she not received this instruction.

We want to help you place professionally trained teachers in your schools. If you need teachers, communicate with us, and in order to get the best we advise that you communicate as soon as possible. We have a system by which we aim to keep in touch with available teachers as far as possible, in order that we can assist the school officials in their selection. Write us telling exactly what you want;

if we can help you, it will be a pleasure for us to do so. Our aim will be to give you the very best information we can as to applicants. It is our desire that all teachers, and particularly those whom we send out, may succeed, but we will certainly not recommend anyone if we have doubt as to her meeting your need. Write to us when you have vacancies, as we want our school to serve you to the fullest extent.

We would suggest also that you select some bright young woman every year in every school district and encourage her to attend the Normal School with a view to preparing herself and returning to teach in the district. In this way, it will not be long before you can fill your schools with professionally trained teachers. We will gladly secure scholarships for those whom you recommend.

Again, we invite you to visit the school. It will be a pleasure for us to have you come whenever you can. Your coming will do us good, and, we believe that, as you know us better, you can more greatly use us for the good of the schools of your counties.

POSITIONS FOR STUDENTS.

It is the aim of the Normal School to place its graduates in the most desirable positions obtainable that they are qualified to fill. This school keeps a permanent record of the work and teaching history of every student and will lend itself energetically at all times to the students in the matter of securing suitable positions.

EXPENSES.

The tuition fee for all, except State Students, is \$30.00 per session, or \$15.00 for the half session, payable by the half session in advance. This applies to students living in other States, as well as those living in Virginia. Students who intend to become teachers and those who have taught in the public schools of the State are not required to pay tuition. In return for this consideration a student is required to teach in the public schools of Virginia not less than one session for every session during which she attends the Normal without paying tuition. Students who have already been teachers in the public schools of the State will be credited with the time they have taught. Students desiring scholarships which entitle them to free tuition should be recommended by the Superintendent of Schools of the Division in which they live. (See application form in back of catalogue).

Board, including room rent, lights, fuel, laundry, bed linen, servant attention and other necessary living expenses, \$135.00 per session, or \$15.00 per school month of four weeks each, payable in advance.



KROKAY KLUB

Registration and medical fee, payable in advance, \$6.00 for the entire session, \$3.00 for the half session. Day students pay only the Registration fee of \$3.00.

A small laboratory fee is charged those taking laboratory courses. This fee is intended to cover cost of materials, breakage, etc. All fees must be paid in advance and no reduction or allowance is made on account of absence.

Every student must supply her own textbooks, gymnasium suit, soap, napkins and towels. The gymnasium suits must be uniform and can be secured after arriving at the school. The cost will be \$5.00.

Students remaining at the school during the Christmas holidays will be charged at the rate of \$4.00 per week.

No allowance is made for absence of less than three weeks, except for illness. This applies to those who are late entering, as well as to those who are absent during the session. No reduction is made for students who leave the school on Friday to spend the week-end.

Every student is allowed a reasonable number of articles in the laundry, but the school cannot assume the responsibility of receiving elaborate garments. While the greatest care is exercised in the laundry, the school does not assume responsibility for the wear and tear of clothing.

All accounts are expected to be paid one month in advance, except when special provision is otherwise made.

No diploma or certificate is granted until all money due the school is paid.

THE COURSE OF STUDY.

The courses of instruction in this school have been selected with a view to educating young women to meet the needs of Virginia conditions, and to render the best service to their state. This is a Normal and Industrial School and as such we accept as our mission to prepare the very best trained teachers for our public schools.

To this end the school offers four courses leading to a full diploma as follows:

The Regular Normal Course, The Rural Arts Course, The Household Arts Course, The Manual Arts Course; it also offers an abridged professional course leading to the Junior State Normal Certificate.

In addition to these courses all work in the Normal School is accredited by the State Board of Education toward a regular teachers' certificate. Detailed information about this will be furnished upon application to the President of the school.

Regular Normal Course. This course represents two years of professional work based upon a four-year high-school course, or its equivalent. Students who complete this course are given a diploma by the school. This diploma entitles the holder to the State Normal School Certificate issued by the State Board of Education, good for 10 years and renewable for a similar period from time to time.

The Industrial Courses represent two years of combined professional and industrial work in rural arts, manual arts, or households arts, based upon a four-year high-school course, or its equivalent. Students who complete any one of these courses are given the industrial diploma for that department. This diploma entitles the holder to a teachers' certificate of equal rank with the State Normal School Certificate issued by the State Board of Education.

Junior State Normal Certificate Course. This course represents two years of professional work based upon a three-year high-school course, or its equivalent. Students who successfully complete this course are issued by the school a Junior State Normal Certificate, which entitles the holder to a Junior State Normal Teachers' Certificate, issued by the State Board of Education, good for seven years and renewable for a similar period from time to time.

Professional First Grade Certificate Course. Students holding first grade certificates may enter the same professional class with graduates of a three-year high school and after successfully completing that year's professional work will be issued by the State Board of Education a Professional First Grade Certificate, good for seven years and renewable for a similar period from time to time.

Elementary Professional Certificate Course. Students who have completed one year of professional work based upon a three-year high-school course will be issued by the State Board of Education an Elementary Professional Certificate good for five years and renewable for a similar period from time to time.

For information concerning all other certificates for which the work of the State Normal School is accredited by the State Board of Education, write to the President of the school.

The school does not encourage students to be satisfied with the lower grade certificates, but urges them to plan if possible to remain at the school and complete a course for a full diploma.

ADMISSION AND CLASSIFICATION OF STUDENTS.

The minimum age limit for entrance to this school is fifteen years. No student will be admitted who has not completed the first year of high-school work, or its equivalent. Students who enter



Y. W. C. A. CABINET

with a credit of four high-school units will be admitted to the preparatory class. These units are those laid down by the State Board of Education for public high schools.

Students coming from other than public high schools will be classified by the Classification Committee and placed in classes for which they are prepared.

Students who have completed more than four high-school units will be classified by the Classification Committee and placed in the class for which they are prepared.

The Classification Committee of the faculty will classify all students, giving them full credit for all work completed, and place them in proper classes. When it is difficult to determine proper classification, students will be given appropriate examinations by the Committee. These examinations will be given on September 12th.

STUDENTS RECORDS AND REPORTS.

A permanent record is kept of the work of every student. Parents and Guardians will be kept informed from time to time as to the progress of the students.

SELECTION OF WORK.

In the selection of work students are advised to make no definite selection until they reach the school. As soon as convenient after reaching the school they should report to the President, who will advise them. All final decisions in the selection of courses must be approved by the Classification Committee and the President. In the selection of courses the student must be guided by the printed program. The school reserves the right to form no class unless there are at least five applicants.

Schedule of Courses

PREPARATORY CLASS.

English	5	5
Algebra and Geometry	5	5
Modern and Mediæval History	5	5
Botany and Zoölogy.....	3	3
Music	2	2
Physical Geography	3	3

One of the following:

Latin	5	5
Manual Arts	5	5
Household Arts	5	5
French	5	5
German	5	5

Entrance Requirements: For entrance to this class students must have completed the first year's work of a high school, or its equivalent.

Completion: The completion of this year's work entitles the student to entrance to the freshman year in this school.

REGULAR COURSE.

FRESHMAN.

English 11 and 12	5	5
Geometry 11	3	0
Civics 12	0	3
Drawing 11 and 12	2	2
American History 11 and 12	3	3
Music 11 and 12	2	2
Industrial and Commercial Geography 11 and 12.....	3	2
Chemistry 11 and 12	3	3

One of the following:

Chemistry Laboratory 11 and 12	5	5
Latin 11 and 12	5	5
German 11 and 12	5	5
French 11 and 12	5	5
Manual Arts 11 and 12	5	5
Household Arts 11 and 12	5	5
Rural Arts 11 and 12	5	5

Entrance Requirements: Students who enter the freshman class must have completed the preparatory class in this school, or the first two years' work of an accredited high school, or its equivalent.

Students entering the Freshman Class who are candidates for Full Diploma have the option of the science course, the foreign language course, or the industrial arts course.

Those who elect the science course are required to pursue the laboratory work in Chemistry and Physics.

Those who elect the Foreign language course, or the industrial arts course must pursue these courses consistently through the Freshman and Sophomore year.

Completion: Students completing this year's work are entitled to promotion to the Sophomore year of this school. Students who find it impossible to remain in the school longer, after completion of this year's work, may be issued by the State Board of Education a Second Grade High School Certificate good for one year and not renewable.

REGULAR COURSE.

SOPHOMORE.

English 21 and 22	4	4
Arithmetic 22	0	3
Economics 21 and 22	2	2
English History 21 and 22	3	3
English Literature and Classics 21 and 22	3	3
Physics 21 and 22	3	3
School Management 21 and 22	3	0
School Hygiene 22	0	2

One of the following:

Latin 21 and 22	5	5
French 21 and 22	5	5
German 21 and 22	5	5
Manual Arts 21 and 22	5	5
Household Arts 21 and 22	5	5
Rural Arts 21 and 22	5	5
Mathematics 21 and 22	5	5
Physics Laboratory 21 and 22	5	5

Entrance Requirements: To enter this class students must have completed the Freshman year in this school, or three years of high school work, or its equivalent.

Completion: The completion of this year's work entitles the student to promotion to the Junior year of the Regular Course, or the Junior year of any of the Industrial courses. Students who complete this year's work and find it impossible to continue longer in the school may be issued by the State Board of Education a High School Certificate that is good for two years; this is not renewable, but may be extended under certain conditions.

REGULAR COURSE.

JUNIOR.

English 31 and 32	3	3
Arithmetic and Methods 31 and 32	3	3
Drawing and Methods 31 and 32	2	2
Psychology 31	3	0
Child Psychology 32	0	3
Primary Methods 31	3	0
Methods in Reading 31 and 32	2	2
Observation 32	0	2
Geography Methods 32	0	2
Music 31 and 32	2	2
General Theory of Education 31 and 32	3	3
School Management 31	3	0
School Hygiene 32	0	2
Nature Study 31 and 32	2	2
Primary Handwork 31	2	0
Rural School Problems 32	0	2

Entrance Requirements: For entrance to this class students must have completed the Sophomore course in this school, or the full four-year high-school course, or its equivalent.

Completion: The completion of this year's work entitles the student to promotion to the Senior year of the Regular Course. Students who complete this year and find it impossible to remain longer in school may be issued by the State Board of Education, an Elementary Professional Teacher's Certificate good for five years and renewable for a similar period from time to time.

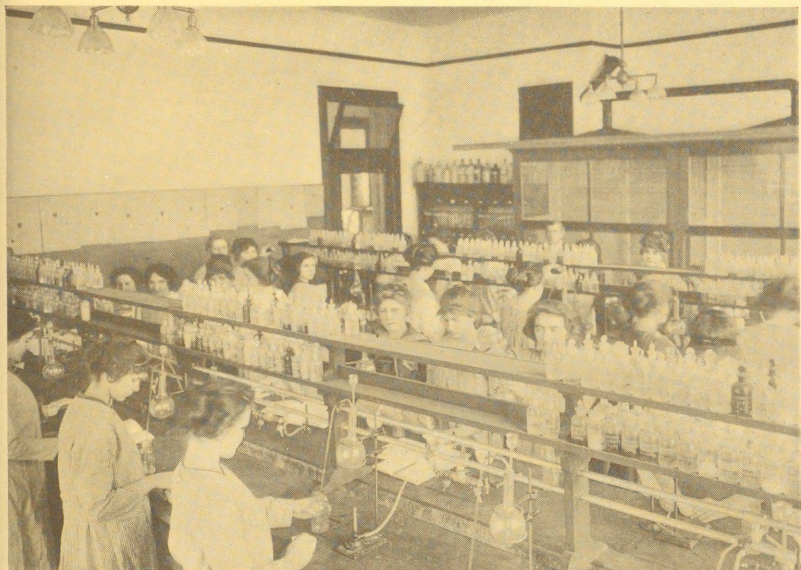
REGULAR COURSE.

SENIOR.

English 41	3	0
Drawing Methods 41	2	0
American History 41	3	0
History of Education 41 and 42	3	3
Philosophy of Education 41 and 42	2	2
Practice Teaching 42	0	2
Physiology 41	3	0
Hygiene 42	0	3
Educational Gymnastics 41	2	0
Educational Sociology 41 and 42	3	3
Music and Methods 41 and 42	2	2
Art Appreciation 41 and 42	1	1

Entrance Requirements: To enter this year's work students must have completed the Junior year of the Regular Course in this school, or the equivalent in some other registered normal school.

Completion: The completion of this year's work entitles the student to a Full Diploma.



CLASS IN CHEMISTRY



CLASS IN DRAWING

RURAL ARTS COURSE.

JUNIOR.

English 31 and 32	3	3
Primary Methods 31	3	0
Arithmetic Methods 32	0	3
General Theory of Education 31 and 32	3	3
Psychology 31	3	0
Child Psychology 32	0	3
Biology 31 and 32	3	3
Home Mechanics 31	2	0
Elementary Agriculture and School Gardening 31 and 32..	5	5
Nature Study 31 and 32	2	2
Agricultural Chemistry 31	3	0
Poultry 32	0	3
Rural School Problems 32	0	2

Entrance Requirements: To enter this course students must have completed the Sophomore year of the Regular Course in this school, or four years of high school work, or its equivalent.

Completion: The completion of this year's work entitles the student to promotion to the Senior year in this department.

RURAL ARTS COURSE.

SENIOR.

English 41	3	0
History of Education 41 and 42	3	3
Educational Sociology 41 and 42	3	3
Industrial History 41 and 42	3	2
Practice Teaching 42	0	6
Art Appreciation 41 and 42	1	1
Home Mechanics 41	2	0
Agriculture and School Gardening 41 and 42	5	5
Poultry 41 and 42	3	3
Cooking 41 and 42	3	3
Home Physics 42	0	3

Entrance Requirements: To enter this year's work students must have completed Junior year of this course.

Completion: Students who complete this year's work are entitled to a Rural Arts Diploma, and a State Teachers' Certificate of equal grade to that granted a full graduate in the regular course.

MANUAL ARTS COURSE.

JUNIOR.

English 31 and 32	3	3
Primary Methods 31	3	0
Arithmetic Methods 32	0	3
General Theory of Education 31 and 32	3	3
Psychology 31	3	0
Child Psychology 32	0	3

Drawing 31 and 32	2	2
Home Mechanics 31	2	0
Theory and Practice Manual Arts 31 and 32	3	3
Primary Handwork 31 and 32	3	3
Designing 31	2	0
Rural School Problems 32	0	2
Sewing 31 and 32	2	2

Entrance Requirements: To enter this year's work students must have completed the Sophomore year of the Regular Course in this school, or four years of high school work, or its equivalent.

Completion: The completion of this year's work entitles the student to promotion to the Senior year in this department.

MANUAL ARTS COURSE.

SENIOR.

English 41	3	0
History of Education 41 and 42	3	3
Educational Sociology 41 and 42	3	3
Industrial History 41 and 42	3	2
Practice Teaching 42	0	5
Art Appreciation 41 and 42	1	1
Home Mechanics 41 and 42	2	2
Drawing 41 and 42	2	2
Observation 41	5	0
Elementary Handwork 41 and 42	3	3
Mending and Care of Books 42	0	2

Entrance Requirements: To enter this year's work students must have completed the Junior year of this course.

Completion: Students who complete this year's work are entitled to a Manual Arts Diploma, and also to a State Teacher's Certificate of the same grade as that granted full graduates in the regular course.

HOUSEHOLD ARTS.

JUNIOR.

English 31 and 32	3	3
Primary Methods 31	3	0
Arithmetic Methods 32	0	3
General Theory Education 31 and 32	3	3
Psychology 31	3	0
Child Psychology 32	0	3
Drawing 31 and 32	2	2
Home Mechanics 31	2	0
Cooking and Dietetics 31 and 32	2	2
Chemistry of Foods 32	0	3
Designing 31	2	0
Rural School Problems 32	0	2
Food Composition 31	3	0
Poultry 32	0	3
Dressmaking 31 and 32	3	3

Entrance Requirements: To enter this year's work students must have completed the Sophomore year of the Regular course in this school, or four years of high school work, or its equivalent.

Completion: The completion of this year's work entitles the student to promotion to the Senior year of this department.

HOUSEHOLD ARTS.

SENIOR.

English 41	3	0
History of Education 41 and 42	3	3
Educational Sociology 41 and 42	3	3
Industrial History 41 and 42	3	2
Practice Teaching 42	0	5
Art Appreciation 41 and 42	1	1
Home Mechanics 41	2	0
Observation 41	5	0
Theory and Practice Domestic Arts 41 and 42	3	3
Domestic Science 41 and 42	3	3
Millinery 42	0	4
History of Costumes 42	0	3

Entrance Requirements: To enter this year's work students must have completed the Junior year of this course.

Completion: Students who complete this year's work are entitled to a Household Arts Diploma, and to a State Teacher's Certificate of equal grade to that granted to full graduates in the regular course.

ABRIDGED PROFESSIONAL COURSE.

JUNIOR.

English	3	3
Arithmetic and Methods	3	3
Drawing	2	2
Psychology	3	0
Primary Methods	3	0
Methods in Reading	2	2
Observation	0	2
Geography Methods	0	2
Music	2	2
School Management	3	0
School Hygiene	0	2
Nature Study	2	0
Primary Handwork	0	2
Rural School Problems	0	2
Electives	3	4

NOTE: The electives will be taken from the regular work in the regular Sophomore year, and selected by the Classification Committee.

Entrance Requirements: Students entering this year's work must have completed three years of high-school work or its equivalent, or hold a regular first grade teacher's certificate.

Completion: Students entering this course on a three-year high-school course and completing this year's work will be entitled to promotion to the senior year of this course; or those students who find it impossible to remain longer in the school may be issued an Elementary Teacher's Certificate good for five years and renewable from time to time. Students who enter this course on a first grade teacher's certificate and complete this year's work may be promoted to the senior class of this course; or, if they so desire, will be issued by the State Board of Education a Professional First Grade Certificate, good for seven years and renewable for a similar period from time to time.

ABRIDGED PROFESSIONAL COURSE.

SENIOR.

As this is the first year that this course has been offered, the Senior course will not be offered until the session of 1914-15.

Entrance Requirements for this class will be the completion of the Junior Class of this course.

Completion: The completion of this year's work will entitle the student to a Junior State Normal Certificate, good for seven years and renewable for a similar period from time to time.

EDUCATION.

The purpose of the courses in this department is to prepare young women for the work of organizing, governing and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature and growth is absolutely essential.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last acquirement is found in the actual teaching under direction in the Training School.

JUNIOR YEAR.

Theory of Education 31 and 32. A course based upon Psychology as applied to education, dealing with the organization and using of ideas, the utilization of time to the best advantage in study, the purpose and aim in education, the factors conditioning

the teaching process, the management of the class hour, the methods of approach to the child mind, and the logical presentation of subject matter. The soundest and most widely approved theories of teaching and the practicability of their application in our schools are full discussed.

TEXTS: McMurray's *How to Study*; Bagley's *Classroom Management*; and Strayer's *The Teaching Process*.

Reference Books: Thorndike's *Principles of Teaching*; Earhart's *Teaching Children to Study*; Bagley's *The Educative Process*.

Three periods per week.

School Management 31. This course is intended to give the student an introduction to the general plan of the organization and administration of schools. The course of study, classification, grading, promotion, and the daily program are prominent subjects of discussion. The utilization of spare time, the recess and noon periods, after-school hours, and kindred topics are treated.

Texts: To be selected.

Three periods per week.

School Hygiene 32: "A sound mind in a sound body," a long standing and proverbial saying, is impressing itself upon the educators of the twentieth century as a most fundamental truth in education. The care of the child's health is of first importance, and the aim of this course is to acquaint the teacher with the school-room conditions that make for health, and those that tend to impair it. School buildings, proper lighting, heating, and ventilating, prevention of dust, sanitary desks and appliances, prevention of disease, discovering and remedying physical defects in children, proper exercise and diet, are some of the most important topics of discussion.

Texts: To be selected.

Two periods per week.

Psychology 31: This course is intended to give the future teacher general knowledge of the underlying principles of education. The nervous system and the influence of the bodily condition upon mental processes are studied. Especial attention is given to the instincts and capacities of the individual and the laws governing their growth and development.

Text: Thorndike's, *Elements of Psychology*.

Parallel readings on subjects studied are assigned from time to time.

Three periods per week.

Child Psychology 32: It is being recognized more and more that "the child is not an adult," that there are instincts and tendencies peculiar to every stage in child development. In this course a study is made of child nature, instincts, capacities, individual differences, general characteristics of the periods of childhood, adolescence, adult-hood, and the most approved methods of dealing with each period. Precocious and defective children are also considered, and suggestions are offered for their care.

Text: Kirkpatrick's, *Fundamentals of Child Study*. Other good texts by recognized authors on this subject are used as supplementary readings.

Three periods per week.

Rural School Problems 32: This should be an intensely interesting and practical course in which the problems connected with rural school work will be discussed. These problems will be clearly stated, the relation of the teacher and the school to them will be ascertained and remedies will be sought. Especial stress will be laid upon Virginia conditions. Free classroom discussion will be provided for and encouraged.

Text: To be selected.

Twice a week for one term.

Primary Methods 31: The purpose of this course is to lead teachers to a practical application of educational principles in teaching in primary grades. The course consists of methods of teaching (1) reading, (2) phonics, (3) language, (4) spelling, (5) writing in primary grades. Observation of work with classes of children and the planning of lessons to be presented to children form a part of the work of this class. The principal methods of teaching reading are illustrated and discussed, that the best from each method may be recognized and used. Motor activity in its relation to primary reading, pictures as an aid to reading, and the teaching of poetry are some of the topics considered. A systematic study of phonics precedes methods in teaching phonics. Approved methods of teaching writing and spelling in primary grades are presented to students.

The work in language includes such topics as conversation lessons in primary grades, picture study, story-telling, oral and written reproduction of fables and short stories, and the written language of the first three grades.

Reference reading is required in connection with primary methods in the first term and observation work during the second term. The students prepare full outlines or brief abstracts of articles pertaining to teaching and especially teaching in primary grades. The read-



TENNIS COURTS

ings assigned are selected from educational magazines and such books as "How Two Hundred Children Live and Learn" (Reader); "Open Air Schools" (Ayres); "Social Aspects of Education" (King), etc.

Texts: Haliburton's, Phonics in Reading; Smith's, Teaching Poetry in the Grades.

Three periods per week.

Methods in Reading 31 and 32: In this course reading is viewed from a broader standpoint than in Primary Methods. The importance and kinds of reading as well as methods in teaching reading in primary, intermediate and grammar grades are considered. The students' own reading is improved through oral class reading. A study of the teacher's preparation of reading lessons precedes the students' making and presenting to the class their own plans for teaching lessons in phonics, story-telling, dramatic reading and poetry.

Texts: Briggs and Coffman's, Reading in Public Schools; Smith's, Teaching Poetry in the Grades.

Two periods per week.

Observation of Teaching 32: This course is required of all students taking professional work and precedes practice in teaching. Each section of the class observes the work in the Training School as done by trained teachers. The observation is followed by description and discussion of methods and principles of teaching as applicable to the particular lesson observed. The lessons observed show in sequence the same subject taught in the different grades, that prospective teachers after studying subject-matter and methods may see how to adapt the material and method of presentation to the development and ability of children of different grades and ages.

Two periods per week.

SENIOR YEAR.

History of Education 41: In this course a brief survey is made of the development of the educational system from primitive times to the present day. A contrast is made between the Chinese, Greek, and Roman conceptions of education. The contribution of the Monasteries and Palace Schools to civilization; the growth of Scholasticism and the Universities; the Renaissance and the Reformation—are topics of interest in the course. Especial attention is given to the evolution of the modern conception of education through the Naturalistic, Psychological, Scientific, and Sociological move-

ments, under the representative leaders, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, and Bacon.

Text: Monroe's, Briefer Course in the History of Education.

References: Monroe's Cyclopedia of Education, Source Book of the History of Education.

Three periods per week.

History of Education in the United States 42. Continuing course 41, this study traces the transplanting of the European school ideas to America, and attempts to give the student a concise knowledge of the growth of the public school system from the semi-private, semi-religious schools of the 17th and 18th centuries. Especial attention is given to the study of the development of the school system of Virginia, and the student is fully acquainted with the present school organization and school laws of the State.

Text: Dexter's, History of Education in the United States.

Supplementary Helps: Educational monographs on special topics, educational reports, records and histories of institutions, and more comprehensive treatises on the growth of the public school system of our country.

Three periods per week.

Educational Sociology 41 and 42: This is a lecture course covering in an elementary way the intimate relation existing between society and its institutions, how the two stand in reciprocal relation, and how those things which affect one affect the other. Certain grave maladjustments in the society of today are pointed out, and some practical suggestions, from the standpoint of the school, are offered for their solution. The administration and supervision of schools, the course of study in the light of present demands, the school community, the play-ground, the school as a social center, and "education for social efficiency and good citizenship," are topics especially emphasized.

Parallel reading required of the students covers the main subjects treated in the lectures.

Three periods per week.

Philosophy of Education 41 and 42: This course treats of the factors making for civilization—the home, the school, the vocation, the State, and the church. The subject of education is approached from each of the following scientific viewpoints: the Biological, the Physiological, the Psychological, the Sociological, and the Philosophical. The course aims to determine the real place of education in society, and its relation to the arts, religion, and right-living—to give a broader conception of the field of education.



TENNIS CLUB

Text: Horne's, *The Philosophy of Education*, and fuller texts on each of the phases of education studied.

Two periods per week.

Practice in Teaching 41 and 42: Preparation for practice teaching is made in the selection of subject-matter and methods presented to students and in the observation of teaching done by supervisors and skilled teachers in the Training School. The course aims to give to students efficiency in method of presenting subject-matter, ability to control children, and skill and confidence to meet situations which arise in school work. Every candidate for a diploma in the regular school course is required to teach one term in the Training School under careful supervision and criticism. Before the term is completed the student will have had an opportunity to handle a number of children under similar conditions to those in which she is likely to do her teaching after graduation.

Practice Teaching in Household Arts 42: This course considers the relation of Household Arts to education; its relation to the curriculum, the planning of lessons and of courses of study. Practice work consists in observation, assisting the instructor and practice teaching. The girls of the fifth and sixth grades of the Training School are taught the principles of sewing and cooking by the instructor in charge of this department. Teaching students observe these lessons and are required to do practice teaching under the supervision of the instructor.

In addition to the above outlined course special methods classes in the several departments are given in the following subjects: Mathematics, Geography, English, History, Manual Arts, Domestic Science, Rural Arts, Music.

See these departments for full statement of courses.

ENGLISH.

There is no subject in the whole course which is more fundamental than English. Every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book and never obtains the same ideas really as the one who has a wide range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation to this work derives twice as much from it. Applicants should take pains to observe all the requirements, as there is no subject in which it is so necessary to be well prepared.

The greatest pains is taken to make good as many of the early deficiencies as possible and doubtless many are made good; but it is very necessary that good habits of penmanship, spelling, and fluent reading should be brought to the work. Let no entering student think that she can depend upon her efforts after entrance to correct serious weaknesses. Her efforts after entering should be directed to higher aims than these and she will find herself seriously handicapped.

To enter Prep. A, the student must present satisfactory evidence that she is well grounded in English grammar, has had some training in elementary composition, is a reasonably good speller, can read aloud with ease and has completed the work required in the State High School course of study for the first year. An examination partly oral and partly written will be given to entering students who do not present satisfactory evidence of their being duly qualified.

English Prep. A and B: Work in paragraph structure is taken up at some length. The principles of the text-book are constantly applied to the authors read. Outlines are prepared by means of the topic sentences of paragraphs and a fairly good idea of the structure of some masterpieces is obtained. The students obtain some skill in writing paragraphs as well as preparing outlines to be expanded into compositions of four or five hundred words.

Selections are read aloud and some of the shorter ones are memorized. There is an opportunity to become acquainted with all the leading Southern writers and to acquire a good general idea of the development of American literature. The instructor reads aloud to the class from authors not readily accessible in text-books, bringing their knowledge rather more up to date than is otherwise possible. The aim is to secure to each pupil a fair knowledge of the writers of her own country and her own section of the country.

Much attention is given to building up a practical vocabulary. Pronunciation and correct accent receive attention and sufficient progress is made to cause reading to be more of a pleasure and less of a task than was previously the case. The word-study and paragraph study combined make all text-books much more intelligible to the student.

The completion of the equivalent of Prep. I-A and B is necessary to obtain admission to Prep. II-A and B.

Texts: Huntington's, *Elements of English Composition*; Minns and Payne's, *Southern Prose and Poetry*; Howes's *Primer of American Literature*; *American Masterpieces* or some suitable substitute, and *Sandwich and Bacon's High School Word Book*.

Five periods per week.



THE OLD STONE BRIDGE



THE POPLAR SPRING ROAD TO FREDERICKSBURG

English 11 and 12: The writing from a plan is continued with a good deal of practice in descriptive and expository paragraphs. The principles of rhetoric are constantly applied to the texts read and some discrimination and appreciation of good literary work is secured with an elementary knowledge of versification.

Some reading aloud is done and a genuine improvement is secured by a more purposive reading. Beside a considerable amount of poetry read in class and several works of fiction read outside, there is an attempt to make a careful study of one play, one novel, one essay and one speech.

The constructive work in spelling is completed this year. The work is on the vocabularies of writers studied in the upper classes, on lists of words easily confused, on technical words necessary to the student and on words frequently mispronounced.

Texts: Huntington's, *Elements of English Composition*; Sandwick and Bacon's, *High School Word Book*; *Twelve Centuries of Prose and Verse*, or substituted classics.

Five periods per week.

English 21a and 22a: The study of more advanced composition is taken up with further practice in writing narrative, description and exposition and the preparation of at least two briefs for debate. A connected idea of the influences affecting the development of English Literature and a more detailed study of authors' lives is undertaken. The reading is done in courses 21b and 22b. Spelling is required of those who need it.

Texts: *English Composition in Theory and Practice*—Canby and others; *History of English Literature*—Halleck.

Four periods per week.

English 21b and 22b: This course provides for the reading of a wider range of classics and for an acquaintance with more recent authors. Reports on outside reading will be required and a generous amount of oral reading will be done. This course will be given for the first time in 1913-1914.

Text: To be selected.

Three periods per week.

English 31 and 32: The work is taken up from the standpoint of the teacher. It provides a valuable review and a somewhat more thorough knowledge of grammar than is generally secured in the lower schools. If the conditions favor it, the instructor desires to supplement the work by lectures on comparative grammar, the history of our tongue and changes which have taken place and are now taking place in it.

In the second term the course is partly theoretical and partly practical. It will stress methods of teaching grammar and short poems. Each student should provide herself with a copy of Burt's *Poems Every Child Should Know*.

Texts: Emerson and Bender's, Book II for English 31; Chubb's, *Teaching of English and Methods of Teaching Poetry in the Grades for English 32*.

Three periods per week.

English 41: Methods of teaching composition and letter-writing are studied and necessary drill on forms is given.

Methods for teaching the novel, the play, the essay, the oration, the short story and the longer poem will be discussed. Some practice teaching will be given.

Children's reading and the library for the school will be discussed. Lists of suitable books, the state work for school libraries, the best publishers, prices and other necessary information will be made familiar.

Methods of teaching spelling, some problems of penmanship and the best ways of correcting papers, along with other matters of like interest will receive as much attention as time permits. The intention is to make the work practical for the upper grammar grades.

The course is repeated the second semester.

Texts: No settled text, but Woolley's, *Handbook of English Composition* must be owned by each student.

Three periods per week.

HISTORY AND SOCIAL SCIENCES.

The work of the course in history is arranged to trace the growth and development of civilization, and to enable the student to understand and interpret the world of which she is a part. The aim of the study of history is to bring the past into manifest relations to the present, and to show how historical ideas and experiences are the controlling forces in our social and industrial life. History should end with giving a student a much clearer understanding of the political and social world around her.

The courses in industrial history, economics and civics give the student an opportunity to study the commercial and industrial development of the nations, and the political progress of the people, and supplement the work in history.

The work of the professional classes is designed to prepare the student to teach American history and government, by carefully and systematically studying the work of the grades, the methods for teaching in those grades, and outlining a course of study.



WOODROW WILSON LITERARY SOCIETY

The school library contains a number of well-selected books and maps for study and reference.

History Prep. A—Mediaeval History: A careful study of mediæval institutions and customs, and the development of Western Europe from the ninth century to the discovery of America. The purpose of this course is to give a clear understanding of the formative period of the life of modern times. Map drawing. Parallel reading.

Text-books: Myers', Mediæval and Modern History; Robinsons', History of Western Europe.

Five periods per week.

History Prep. B—Modern History: (a) From the discovery of America to the French Revolution. (b) From the French Revolution to the present time.

This course is a continuation of the course in mediæval History, and aims to show how modern nations grew from mediæval beginnings. Some attention is devoted to contemporary history. Map drawing. Parallel reading.

Text-books: Myers, The Modern Age; and Robinson, The History of Western Europe.

Five periods per week.

History 11—American History: A general outline of the history of the colonies, with the history of Virginia from its earliest settlement to the present time. The work is based on Hart's Epochs in American History; Smithey's History of Virginia; James and Sanford's United States History, and is conducted by means of lectures, discussion, class reports, library references, and notebooks.

Three periods per week.

History 12—American History: A careful study of the growth and development of the people and government of the United States, based on such material as is found in Hart's Formation of the Union; Wilson—Division and Reunion; Hart—Source Book of American History; and Johnston—American Politics.

The work is conducted by means of lectures, library references, class discussion, notebooks.

Three periods per week.

History 21—English History: This will be a general course in English History from the earliest times to the Tudor Period, with

a study of the early institutions and customs. Parallel reading, papers, reports, map drawing.

Text-books: Cheyney, A Short History of England; and Cheyney, Reading in English History.

Three periods per week.

History 22—English History: A study of English History from the Tudor Period to the present time, with special attention to the social and industrial life of the people, and political progress, and the influential men of the nation. Parallel reading, papers, reports, map drawing.

Text-books: Cheyney, A Short History of England; Cheyney, Reading in England History; or Walker, Essentials in English History; Kendall, A Source Book of English History.

Three periods per week.

History 41a: Industrial History. History of industry and commerce; relation to growth of civilization; outline of industrial development in the United States and Europe; natural resources of the United States; new forms of industry; industrial problems; proposed solution. Lectures, reports, assigned readings. This is the history course in the Arts Department.

Text-books: Coman's, Industrial History of the United States; Cheyney's, Social and Industrial History.

Three periods first term; two periods second term.

History 41b: American History and Methods. This course is devoted to a careful study of the principles of methods in history, and to review and extend the study of American History. The work in all grades of the elementary school is considered. The principles and theories involved are developed by assigned readings and class discussions. The best available text-books for the various grades are examined. Lectures, library work, class discussion, note-books.

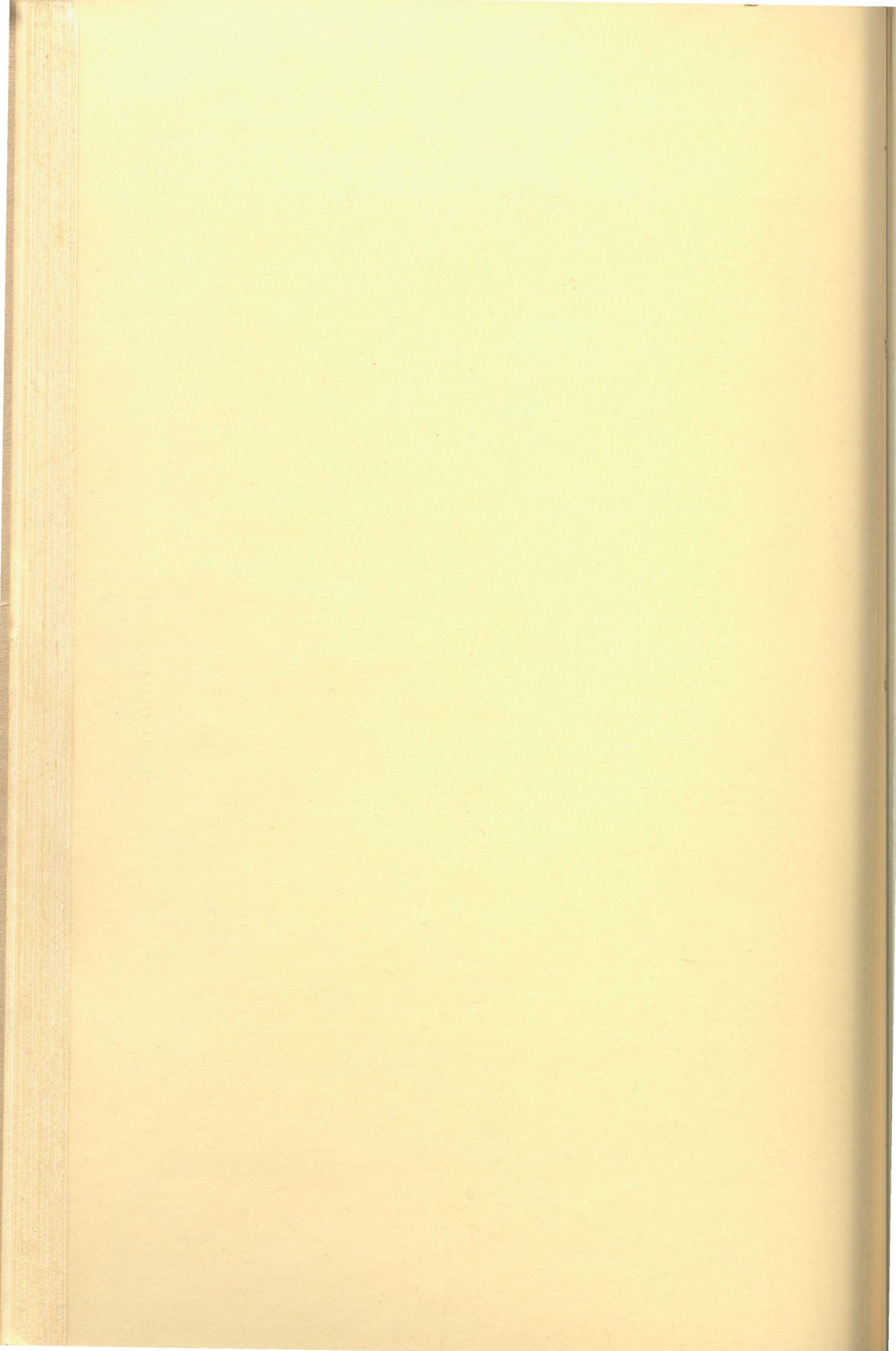
Text-books: Fiske, History of the United States; MacDonald, Documentary Source Book of American History; McMurry, A Special Method in History; or Mace, Methods in History. Observation work and practice teaching are arranged by the instructor in charge.

Three periods per week.

History 42b: This course is a repetition of the work in History 41b.



RUSSELL LITERARY SOCIETY



SOCIAL SCIENCE.

Civics 11: This course embraces a consideration of government in general, of local, county, town and city government, of State government and of national government. Wherever possible, government in Virginia is studied as a type. The history of the formation of our federal government is reviewed. Respect for law and orderly government is impressed and the various kinds of governments are contrasted and compared. Parallel readings are required and students are expected, in the classroom discussion, to base the discussion upon such investigation. Students are encouraged to read current literature, including the daily papers, for fresh information on present day questions of politics and government. Such pressing civic questions as the parcels post, the initiative, referendum and recall, commission government, and the third term will be discussed.

Texts: Forman's, *Advanced Civics*; and McBain's, *How We Are Governed in Virginia and the Nation*.

Three periods per week.

Economics 21 and 22: This course consists of a study of the characteristics of modern industrial society and of the fundamental economic principles, and illustrates the application of those principles to such practical questions as money and banking, the tariff and foreign trade, railroads, monopolies, the labor movement and socialism. Lectures, assigned reading and class discussion.

Text: Fetter's, *History of Economics*; and Gide's, *Principles*.

Two periods per week.

GEOGRAPHY.

Geography Prep. A and B: The work in this subject will be conducted by means of recitations, discussions, laboratory experiments and field work. Emphasis will be laid upon those physical features of the earth which will be of greatest practical use in after life. The bearing of physical earth facts and conditions upon the commercial and industrial development of the nations of the world will always be clearly traced. The interdependence of man and nature will be noted. The causal notion will be kept in mind. Students will keep a notebook for experiments, which will be assigned for out of class work. Field work will receive full attention. Through a coördination of the subject with human interests it is believed that this course can be stripped of many of its technicalities so as to be made concrete, interesting and valuable.

Text: Tarr's, *New Physical Geography*.

Three periods per week.

Geography 11 and 12: This course embraces a consideration of the industries and commerce of the world. It includes a survey of ancient and mediæval trade routes, modern colonization, the areas of production of the great staples and minerals of the world, means of transportation, manufacturing areas, and such like topics. The causes leading to existing industrial conditions are traced. The influence of trade and commerce on civilization is emphasized and racial interdependence is shown. The dependence of Commercial Geography upon physiographic conditions is considered. Special attention is paid to the commercial development of the United States. A complete collection of some 1,200 specimens ranged under 38 topics will form the laboratory equipment.

Texts: Brigham's, Commercial Geography; Laboratory Specimens and lectures for Industrial Geography. Reference books.

Three periods per week for first term, two for the second.

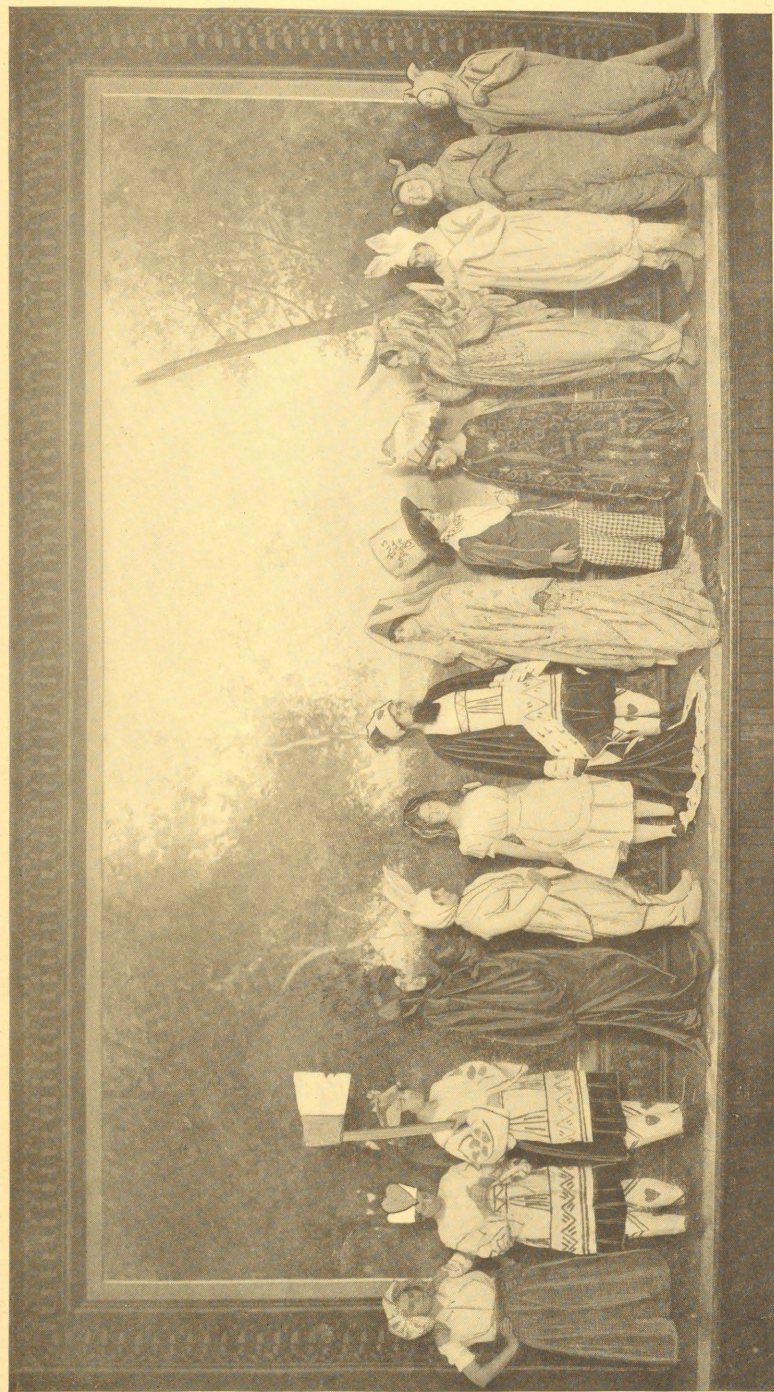
Geography Methods 32: In this course a complete study will be made of the approved methods of teaching geography in each of the grades. Free classroom discussion will be conducted. Such principles as the following will be analyzed and discussed; the place of geography in the school course; grading the child for geography; character of material; the sources of material; the selection of material; presentation of material; home geography; geography types for the several grades; the psychological value of geography; the relationship between geography and the basic sciences; history and geography; the causal notion in geography; the emphasis of the commercial and industrial side; geography excursions; incidental teaching; lesson plans (written lesson plans will be required); aids in teaching geography, the teacher's preparation; value and use of text; model lessons; bibliography, etc.

The text will be McMurry's, Special Method in Geography. This will be supplemented by copious notes based upon the observations and experiences of the instructor in teaching and supervising the teaching of geography.

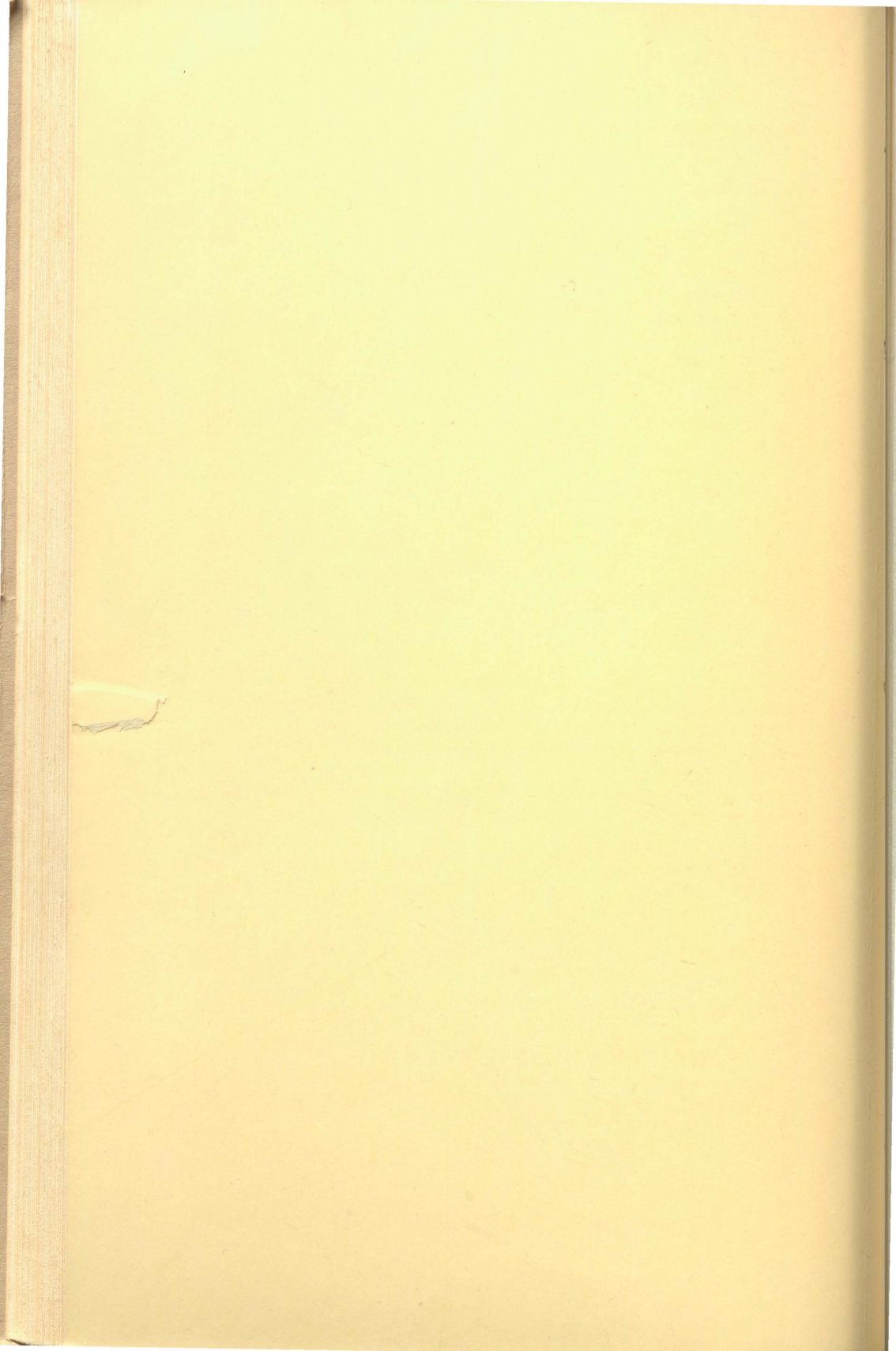
Two periods per week.

MATHEMATICS.

Algebra Prep. A: This course presupposes a knowledge of elementary algebra to quadratics. It will include quadratic equations, equations in quadratic form, simultaneous equations involving quadratics, problems depending upon quadratic equations, ratio and proportion, progressions, binomial theorem, logarithms, series and graphical methods.



CAST IN PLAY, "ALICE IN WONDERLAND."



Text: Slaught and Lennes', High School Algebra, Advanced Course.

Five periods per week for the term.

Plane Geometry Prep. B: This course covers the usual theorems and constructions of a good text-book. Use is made of supplemental propositions and problems. Attention is given to historical notes and modern development of the subject. Emphasis is placed upon a systematic study of original and graphical solutions. The aim is to impress the essential facts of the subject, to equip the student with forms of deductive reasoning, to make the study a drill in accurate thinking and expression, and to develop reliance on the reasoning power and not on memory.

Text: Wentworth's, Plane Geometry, Revised—Wentworth-Smith.

Five periods per week for the term.

Geometry II (Elective): Prerequisite. Geometry Prep. 11b, or an equivalent. This is a course in solid geometry.

Text: Wentworth's, Solid Geometry, Revised—Wentworth-Smith, completed.

Three periods per week.

Plane Trigonometry 21 and 22 (Elective): This course includes a study of the trigonometric functions, as ratio and lines and their relations. It embraces all the topics usually covered in a standard text-book, including both natural and logarithmic functions. It will be made as practical as possible.

Text: Lyman and Goddard's, Plane Trigonometry, completed.

Five periods per week.

Arithmetic 22: Sophomore Year. This course will be a systematic and thorough review of arithmetic, the aim being to develop the unity of the subject, to teach thoroughly the underlying principles, to train to systematic reasoning, clearness in statement, to accuracy and rapidity in calculations, and to introduce commercial usages. In this course emphasis will be placed upon the subject-matter more than upon methods of presentation.

Text: Colaw and Ellwood's, Advanced School Arithmetic, completed.

Three periods per week.

Arithmetic and Methods 31 and 32: Junior Year. The first term of this course is required of all students who did not complete Arithmetic of the Sophomore Year.

In the first term there will be a thorough review of arithmetic, the aim being to secure a full knowledge of principles, processes and forms, and a constant search for the underlying principles. Principles rather than problems will occupy most of the attention; numerous problems, however, will be given to illustrate the principles.

This course in the second term will present the subject from a teacher's standpoint and will aim to develop and illustrate principles and methods of instruction, to present outlines for each grade, to emphasize the practical application of arithmetical principles, to introduce methods and devices for interesting pupils, to discuss the ethical value of the subject, to trace the development of mathematics historically, to correlate arithmetic with other subjects, to observe model teaching in the grades, and to practice teaching under supervision. Emphasis will be placed upon the pedagogical rather than upon the academic aspect of the subject.

Texts: Colaw and Ellwood's, *Advanced School Arithmetic*; J. W. Young's, *The Teaching of Mathematics*; David Eugene Smith's, *The Teaching of Elementary Mathematics*, and supplementary reading.

Three periods per week.

CHEMISTRY.

Chemistry 11a and 12a: Inorganic Chemistry. Freshman Year. This course is required of all students. It includes the completion of a standard text-book in order to give the student a comprehensive and connected view of the fundamental theories and laws of chemistry.

Instruction is given by lectures, demonstrations, and recitations. The lectures deal with fundamental theories and laws of the subject, the more common elements and their compounds, the application of chemistry to daily life, and are illustrated by many lecture-table demonstrations. Reference is made on all occasions to practical problems, especially to those of the farm and household.

The recitations deal with the subject matter of the text, lectures and demonstrations. Thorough drill is given in the solution of chemical problems.

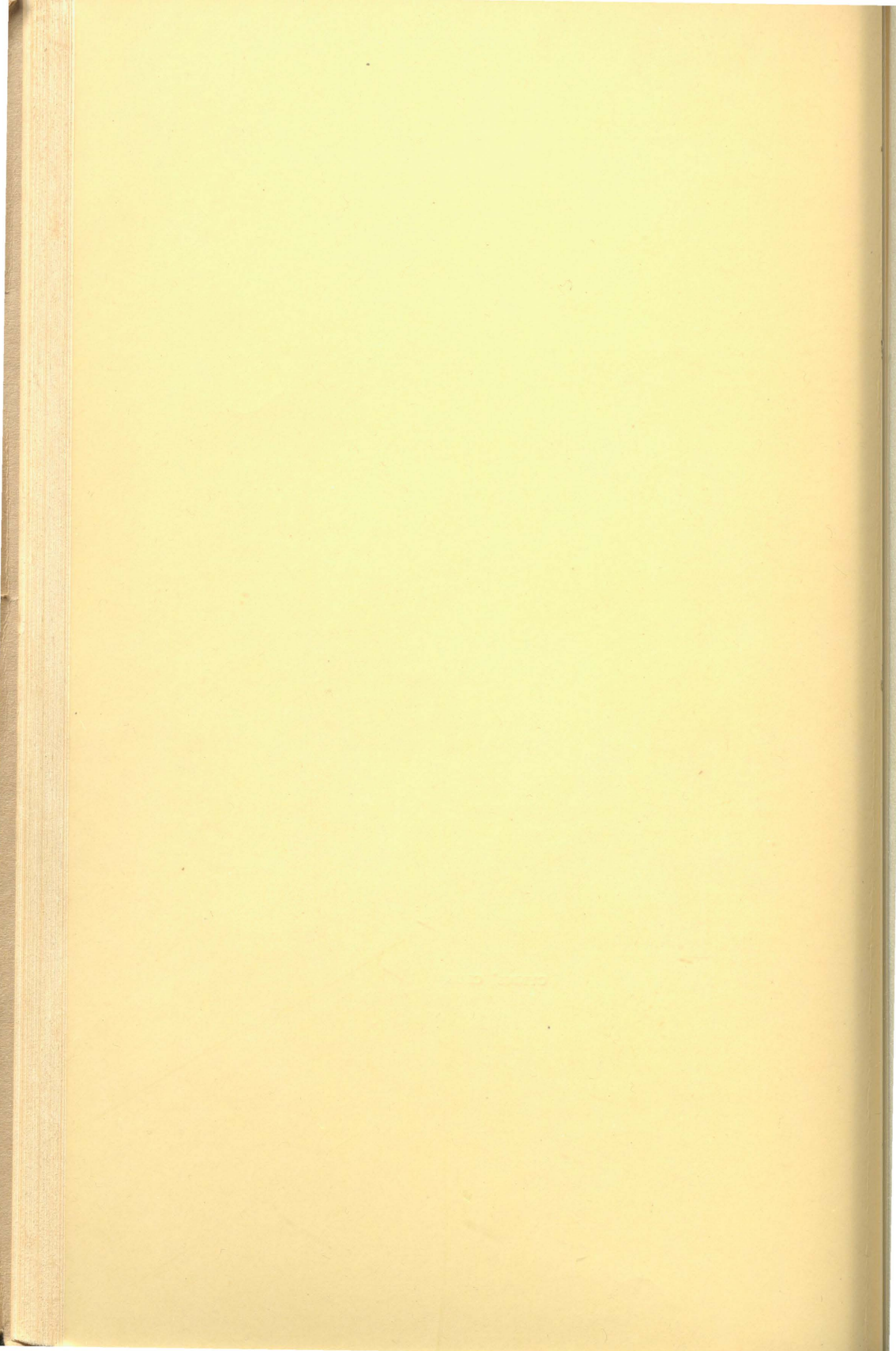
Texts: Hessler-Smith's, *Essentials of Chemistry*; Snyder's, *Chemistry of Plant and Animal Life*.

Three periods per week.

Chemistry 11b and 12b: Laboratory Inorganic Chemistry. Freshman Year. This course is required of all candidates for a full diploma who elect the scientific course.



CYNICS' CLUB



Each student is required to perform a fixed number of experiments which are intimately connected with the text-book, in order to gain a clear conception of the underlying principles, to acquire skill in manipulation, to become keenly observant, to obtain knowledge of natural phenomena by directed experimentation and to independently reason out the explanation of the phenomena observed. Beside the experiments connected with the text-book, the students will perform many experiments of a practical nature, both qualitative and quantitative. Complete and systematic notes of experiments are required. The form and composition of the note books are frequently criticized.

Text: To be selected.

Laboratory Fee: \$2.00 for the session.

Five periods per week.

Chemistry 31: Elementary Agricultural Chemistry—Laboratory. Junior Year. This course is required of all students in Rural Arts. It includes experiments necessary to give a practical knowledge of the fundamental theories and laws of chemistry and of the properties of the elements and compounds which enter into the composition of plants and animals; the qualitative analysis of soil, plants, fertilizers, and farm products; and the identification of inorganic and organic substances of agricultural importance; the mixing of fertilizers, etc. Such simple quantitative exercises as are within the grasp of the students will be included.

Text: To be selected.

Laboratory Fee: \$2.00 for the term.

Three laboratory periods per week.

Chemistry 32: Chemistry of Foods. Laboratory. Junior Year. This course is required of all students in Household Arts. It includes experiments necessary to give a practical knowledge of the most fundamental theories and laws of chemistry, the properties of the elements and compounds which enter into the composition of foods, the separation, identification and properties of food principles, the chemical methods employed in the examination of foods with reference to adulterations, imitations, etc., the examination of foods for adulteration, preservatives and poisonous substances. Such simple quantitative exercises as are within the grasp of the student will be included.

Text: Vulté and Goodell's, Household Chemistry; Bruce's, Detection of the Common Food Adulterants.

Three laboratory periods per week.

PHYSICS.

Physics 21a and 22a: High School Physics. Sophomore Year. This course is required of all students. It includes the completion of a standard text-book, in order to give the student a comprehensive and connected view of the most important facts and laws of elementary physics.

Instruction is given by lectures, demonstrations and recitations. The lectures deal with the fundamental facts and laws of this subject and their application to daily life. These are illustrated by numerous lecture-table demonstrations. The recitations deal with the subject matter of the text, lectures and demonstrations. The general course is adapted to the needs of the students in the Arts Courses.

Text: Millikan and Gale's, First Course in Physics.

Three periods per week.

Physics 21b and 22b: High School Physics. Laboratory. Sophomore Year. This course is required of all candidates for a full diploma who elect the Scientific Course. Each student is required to perform a fixed number of experiments which are intimately connected with the text-book, in order to gain a clear conception of the underlying principles, to acquire skill in manipulation, to obtain knowledge through directed experimentation, and to independently reason from the data obtained. Beside the experiments connected with the text-book, the student will perform many experiments of a practical nature. Complete and systematic notes are required.

Text: Millikan and Gale's, A Laboratory Manual for Secondary Schools.

Laboratory Fee: \$2.00 for the session.

Five periods per week.

Physics 42: Home Physics. Senior Year. This course is required of all students in Rural Arts. It is intended as a course in which the student makes practical application of the principles and laws gained in her previous physics course. The principles of physics are applied to problems of the home and farm for the purpose of increasing economy, promoting comfort, health and happiness.

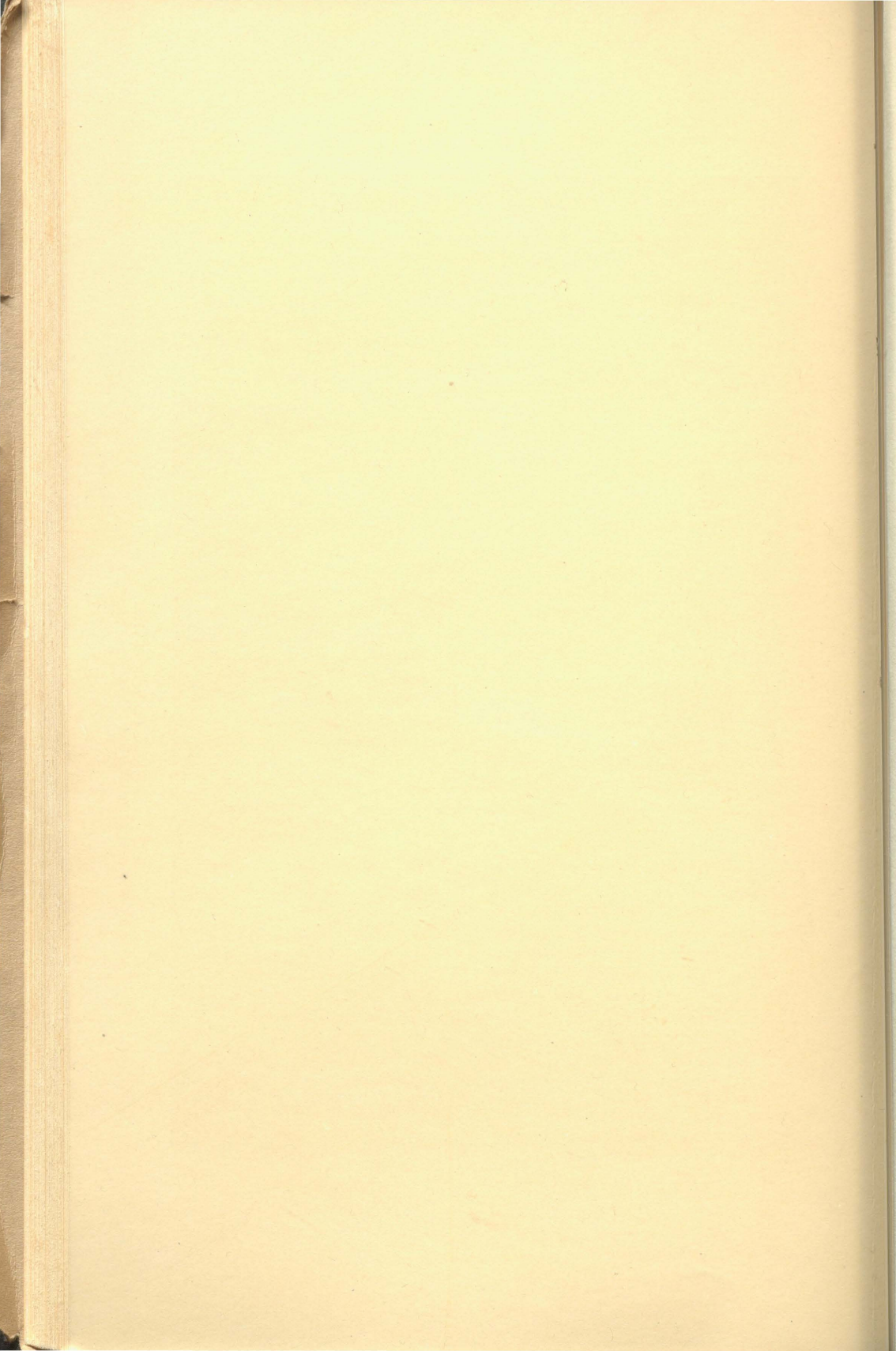
Text: To be selected.

Laboratory Fee: \$1.00 for the term.

Three laboratory periods for the term.



CLASS IN PHYSICS



PHYSIOLOGY AND HYGIENE.

Physiology 41: It is the aim of this course to acquaint the student with the general structure of the body as a whole, with the structure of the various organs and the function of each. It is not the purpose of the course to make a minute microscopic study of the body, but it is desired to give the student a practical working knowledge of the body, that she may take intelligent care of it.

Text: Human Mechanism, Part I—Hough and Sedgwick.

Three periods per week.

Hygiene 42: This course is divided into the following parts:

(a) Personal Hygiene, including such subjects as diet, exercises, rest, sleep, fresh air, posture, etc.

(b) School Hygiene, including ventilation, heat, light, water supply, common diseases and defects of school children.

(c) Public Hygiene and Sanitation, including public food, water and milk supplies, hygiene of travel, of public buildings, contagious diseases—how contracted and how prevented.

(d) Simple course in "First Aid," or "What to do in Emergencies."

Texts: Human Mechanism, Part II—Hough and Sedgwick; Health Index of Children—Hoag.

Three periods per week.

BIOLOGY.

Botany and Zoölogy Prep. A and B: This course is designed to give the student a more intelligent appreciation of her environment and to form a basis for her work in Nature Study, Agriculture and Household Arts.

Botany: In this course the parts of the plants are studied; plant physiology; conditions essential to plant growth; and plants in their relation to human welfare.

Zoölogy: This course comprises a study of the structure and habits of a few typical animals, such as butterflies, grasshoppers, flies, birds, frogs and fish; a study of the functions of various animal organs, of the way organisms respond to environment, of the relation of lower animal life to human life, and of the way the happiness of human beings is affected by the animal life about them.

Three periods per week.

General Biology 31 and 32: The purpose of this course is not only to give the student a comprehensive knowledge of plants

and animals, but to show the relations of Biology to the affairs of everyday life. The work of the course will consist of recitations, lectures, laboratory and field work. The following topics will be considered:

Plants and Animals, environment, the living organism, the adaptation of organs to functions, the struggle for existence, the survival of the fit.

Plants: Anatomy of leaf, flower, fruit, stem and root; life relations of plant parts; fungi—bacteria, yeast, blight, mould, rust, mildew, rot, smut, mush-rooms; plant societies, economic relations to man.

Animals: Structure, types, activities, life history, economic value, conservation of useful animals, destruction and prevention of pests.

Three periods per week.

LATIN.

The study of Latin exacts close observation and increases analytic power. It gives a cultural tone to life. It is, in an important sense, the source book of American literature. The structure of the English language can, in many of its points, be best understood and appreciated through a study of the primitive Latin sources.

Teachers wishing to enter high school work will possess a commanding advantage if they have a well-grounded knowledge of Latin, inasmuch as female teachers conversant with this subject are comparatively few, and there is a widespread demand in our high schools for teachers who can teach Latin.

The beauties and charms of the language itself and a co-incident insight into the literary and historical setting of Roman life during the classical period offer a strong incentive also for a mastery of Latin.

In the Latin courses stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon our English speech. In all of the courses in Latin thoroughness is insisted upon.

Latin Prep. A and B: Prerequisite. One full high school year in Latin.

Brief review of forms (one month); brief review of leading points of syntax (one month); course in Latin Grammar; exercises on forms and the cases (*Latin Prep. A*); exercises on Cæsar (*Latin Prep. B*); study by class of life and times of Cæsar, and brief essay by class on same (*Latin Prep. B*).

Texts: Exercises prepared by instructor; Viri Romæ, or its equivalent; Walker's, Cæsar (two books, II and III); Collar and Daniell's, First Year Latin; Baker and Inglis', Latin Composition; reference books in library for collateral study.

Five periods per week.

Latin 11 and 12: Review of forms (one month); systematic study of Latin Syntax (complete Bennett's Grammar); exercises based on Cæsar (Latin 11); exercises based on Cicero (Latin 12); Cæsar, Books I and IV; first four orations of Cicero against Catiline; life and times of Cicero (Latin 12); brief essay on same.

Texts: Walker's, Cæsar; Allen and Greenough's, Cicero; Bennett's, Latin Grammar; Scott and Van Tuyl's, Cæsar Composition; Baker and Inglis', Latin Composition. Reference books in library for collateral study.

Five periods per week.

Latin 21 and 22: Complete review of Latin Grammar, with special study of the cases and syntax of the verb; advanced exercises, involving the typical constructions of syntax; study of conditions during Vergil's time; life of Vergil; brief essay by class on same (Latin 22); parallel reading in Roman history covering the time of the two triumvirates; two orations of Cicero and six books of Vergil.

Texts: Bennett's, Grammar; Baker and Inglis', Latin Composition; Elements of Syntax from Baker and Inglis; Allen and Greenough's, Cicero; Bennett's, Vergil. Reference books in library for collateral and parallel reading.

Five periods per week.

MODERN LANGUAGES.

In this age of quick communication and rapid transit, what used to be regarded as a foreign language has become the speech of our neighbors; and people are studying modern languages today from the standpoint of utility. To the specialist, a modern language is one of his working tools; to the traveler, a convenience; and to a person in business, an asset.

From the standpoint of culture, the study of a modern language is of inestimable value. It creates new interests, develops a greater appreciation of literature, history and art, brings people close together and gives a broader outlook upon life.

The following courses are offered in French and German:

French 11: This course comprises a study of simple rules of grammar, drill in pronunciation, practice in questions and answers,

study of vocabularies and verb forms, memorizing selections, dictation exercises and exercises in translation.

Texts: Beginners' French—Francois; Contes et Légendes—Guerber.

Five periods per week.

French 12: This course is a continuation of the work of the first term with special drill in conjugation and some study of French geography and history.

Texts: Beginners' French—Francois; Le Tour de la France—Bruno.

Five periods per week.

French 21: This course comprises a review of the regular conjugations, study of irregular verbs, weekly exercises, reading and memory work.

Texts: French Grammar—Fraser and Squair; Madame Theresa—Erckmann-Chatrian; L'Abbé Constantin—Halevy.

Five periods per week.

French 22: Systematic grammar, weekly exercises, reading, and some study of French art and literature.

Texts: French Grammar—Fraser and Squair; Le Voyage de M. Perrichon—Labiche and Martin; Colomba—Merimée.

Five periods per week.

German 11 and 12: This course is for beginners in German. The declensions and conjugations will be studied. There will be frequent exercises in translating English sentences into German. Considerable attention will be given to reading and pronunciation, and there will be some practice in conversation.

Texts (German 11): Bacon's, German Grammar; Der zerbrochene Krug—Zschokke.

Texts (German 12): Bacon's, German Grammar; Im Vaterland—Bacon.

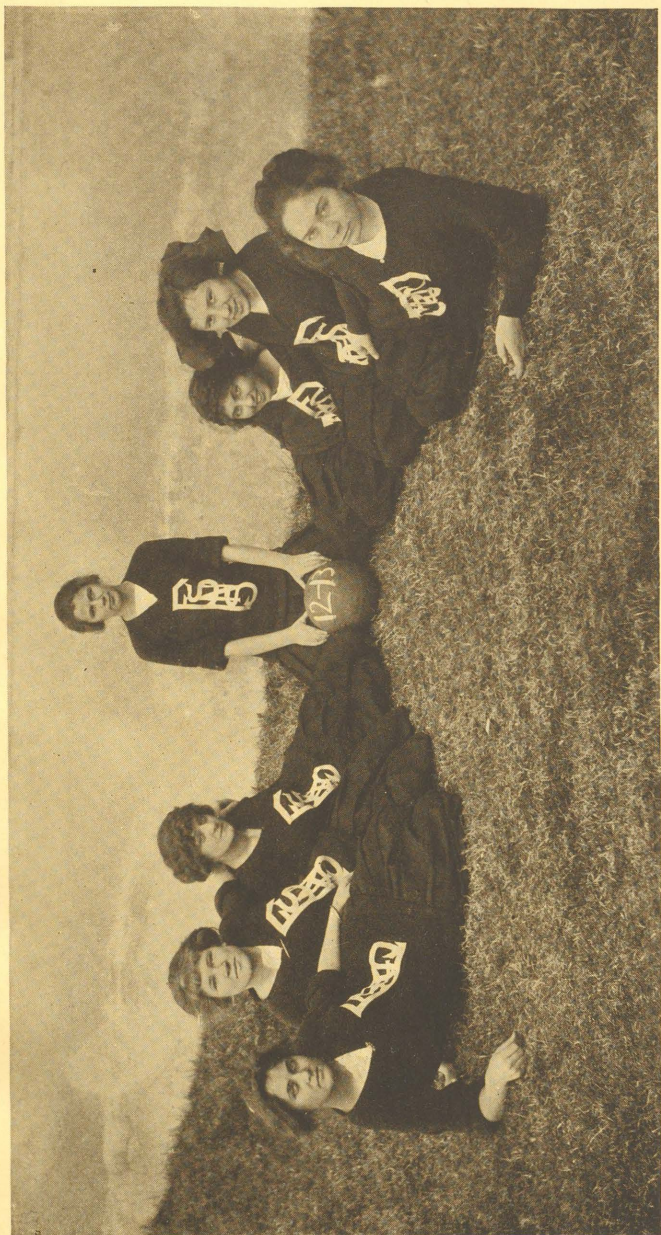
Five periods per week.

German 21 and 22: Further work in grammar and composition, reading from standard authors, memorizing selections, and some study of German history and literature.

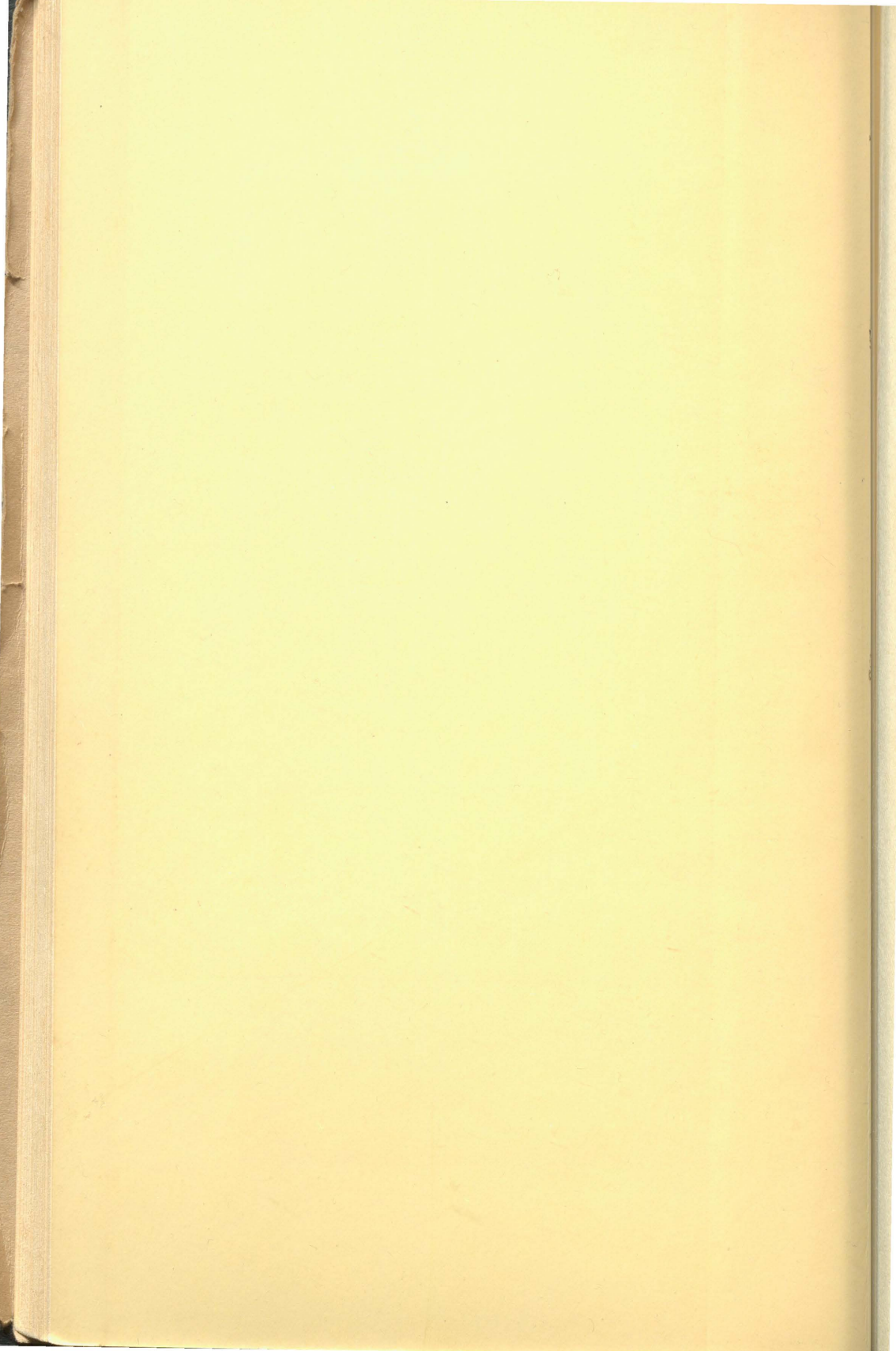
Texts (German 21): Bacon's, German Grammar; Immensee—Storm; Wilhelm Tell—Schiller.

Texts (German 22): Bacon's, German Grammar; Die Journalisten—Freitag; Das Mädchen von Treppi—Heyse.

Five periods per week.



VARSITY BASKETBALL TEAM



FIRST TERM

Senior	8:40-9:15	9:15-10:00	10:00-10:45	10:45-11:15	11:15-12:00	12:00-12:45	12:45-2:00	2:00-2:45	2:45-3:30	3:30-4:15	Evening
Regular Course	Practice Teaching (5) English (3)	Practice Teaching (5) History Methods (3)	Practice Teaching (5) Drawing Methods (2)	Chapel	Practice Teaching (5) Educational Gym. (2)		Dinner	Educational Soc. (3)	Philosophy of Edu. (2) Physiology (3)	History of Edu. (3) Music (2)	Art Appreciation (1)
Rural Arts Course	Poultry (2) English (3)	Agriculture (5)	Agriculture (5)		Home Mechanics (2)	Home Mechanics (2)		Educational Soc. (3)	Industrial His. (3) Cooking (2)	History of Edu. (3) Cooking (2)	Art Appreciation (1)
Manual Arts Course	Observation (2) English (3)	Observation (3)	Drawing Methods (2)		Home Mechanics (2) Ele. Handwork (3)	Home Mechanics (2) Ele. Handwork (3)		Educational Soc. (3)	Industrial His. (3)	History of Edu. (3)	Art Appreciation (1)
Household Arts Course	Observation (2) English (3)	Observation (3)			Home Mechanics (2)	Home Mechanics (2)		Educational Soc. (3)	Industrial His. (3) Domestic Science (2)	History of Edu. (3) T. & Prac. of D. A. (2)	Art Appreciation (1)
Junior											
Regular Course	Primary Methods (3) Music (2)	Psychology (3) Music (2)	English (3) Drawing Methods (2)		General Theories (3) Drawing Methods (2)	Drawing Meth. (2) School Management (3)		Arith. Methods (3) Reading Meth. (2)	Nature Study (2) Primary Handw'k (3)	Nature Study (2) Music (2)	
Rural Arts Course	Primary Methods (3) Biology (2)	Psychology (3) Biology (2)	English (3) Agr. Chemistry (2)		General Theories (3) Home Mechanics (2)	Home Mechanics (2)		Agriculture (3) Agr. Chemistry (2)	Nature Study (2) Agriculture (3)	Nature Study (2) Agriculture (3)	
Manual Arts Course	Primary Methods (3) Sewing (2)	Psychology (3) Sewing (2)	English (3)		General Theories (3) Home Mechanics (2)	Drawing Meth. (2) Home Mechanics (2)		Designing (2)	Designing (2) Primary Handw'k (3)	T. & P. of M. A. (3) Primary Handw'k (2)	
Household Arts Course	Primary Methods (3)	Psychology (3)	English (3)		General Theories (3) Home Mechanics (2)	Drawing Methods (2) Home Mechanics (2)		Designing (2) Food Comp. (2)	Designing (2) Cooking (2)	Dress Making (3) Cooking (2)	
Sophomore Course	History (3) Classics (2)	Rural Arts (5) Manual Arts (5) Household Arts (5)	Economics (2)		Physics (3) Physics Lab. (2) Solid Geometry (3)	School Management (3) Physics Lab. (2) Solid Geometry (2)		Latin (5) French or German (5)	English (2)	English (2) Classics (1)	
Freshman Course	Geometry (3) Drawing (2)	Chemistry (3) Chemistry Lab. (2)	Music (2) Chemistry Lab. (3)		Latin (5) French or German (5)	English (5)		Rural Arts (3) Manual Arts (3) Household Arts (3) History (2)	Rural Arts (3) Manual Arts (3) Household Arts (3) Ind & Com. Geo. (2)	Rural Arts (3) Manual Arts (3) Household Arts (3) History (1) I. & C. Geog. (1)	
Preparatory Course	Manual Arts (5) Domestic Arts (5)	Algebra (5)	History (2) Physical Geography (3)		English (5)	Latin (5) French (5) German (5)		History (3)	Botany & Zoology (3) Music (2)		

SECOND TERM

Senior	8:40-9:15	9:15-10:00	10:00-10:45	10:45-11:15	11:15-12:00	12:00-12:45	12:45-2:00	2:00-2:45	2:45-3:30	3:30-4:15	Evening
Regular Course	Practice Teaching (5) English (3)	Practice Teaching (5) History Methods (3)	Practice Teaching (5) Drawing Meth. (2)	Chapel	Practice Teaching (5) Edu. Gymnastics (2)		Dinner	Educational Soc. (3)	Philosophy of Edu. (2) Hygiene (3)	History of Education (3) Music (2)	Art Appreciation (1)
Rural Arts Course	Practice Teaching (2) English (3)	Practice Teaching (2) History Methods (3)	Practice Teaching (2) Poultry (3)		Agriculture (5)	Agriculture (5)		Educational Soc. (3)	Industrial History (2) Home Physics (3)	History of Education (3) Cooking (2)	Art Appreciation (1)
Manual Arts Course	Practice Teaching (2) English (3)	Practice Teaching (2)	Practice Teaching (2) Drawing Meth. (2)		Home Mechanics (2) Ele. Handw'k (3)	Home Mechanics (2) Ele. Handw'k (3)		Educational Soc. (3)	Industrial History (2) Mending & Care of Books (2)	Mending & Care of Books (2)	Art Appreciation (1)
Household Arts Course	Practice Teaching (2) English (3)	Practice Teaching (2) History of C'st'mes (3)	Practice Teaching (2)		Millinery (2)	Millinery (2)		Educational Soc. (3)	Industrial History (2) Domestic Science (3)	History of Education (3) T. & Practice of D. A. (3)	Art Appreciation (1)
Junior											
Regular Course	Observation (2) Music (2)	Child Psychology (3) Observation (2)	English (3) Music (2)		General Theories (3) Rural Sch'l Problems (2)	Drawing Meth. (2) Geography Meth. (2)		Arith. Methods (3) Reading Meth. (2)	School Hygiene (2) Nature Study (2)	Music (2) Nature Study (2)	
Rural Arts Course	Poultry (3) Biology (2)	Child Psychology (3) Biology (2)	English (3)		General Theories (3) Rural Sch'l Problems (2)			Agriculture (2) Arith. Methods (3)	Agriculture (3) Nature Study (2)	Agriculture (3) Nature Study (2)	
Manual Arts Course	Theory and Practice of M'l Arts (3)	Child Psychology (3)	English (3)		General Theories (3) Rural Sch'l Problems (2)	Drawing Meth. (2)		Arith. Methods (3) Sewing (2)	Primary Handwork (2) Sewing (2)	Primary Handwork (2)	
Household Arts Course	Poultry (3)	Child Psychology (3) Chem. of Foods (2)	English (3) Chem. of Foods (2)		General Theories (3) Rural Sch'l Problems (2)	Drawing Meth. (2) Dressmaking (3)		Arith. Methods (3) Dress Making (2)	Cooking (2)	Cooking (2)	
Sophomore											
	History (3) Classics (2)	Rural Arts (5) Manual Arts (5) Household Arts (5)	Arithmetic (1)		Physics (3) Physics Lab. (2) Trigonometry (2)	Economics (2) Physics Lab. (3) Trigonometry (3) Arithmetic (2)		Latin (5) French or German (5)	School Hygiene (2) English (2)	English (2) Classics (1)	
Freshman											
	Drawing (2) Latin (3)	Chemistry (3) Chemistry Lab. (2)	Music (2) Chemistry Lab. (3)		Latin (2) French or German (5) Civics (3)	English (5)		History (2) Rural Arts (3) Manual Arts (3) Household Arts (3)	Indus. and Com. Geog. (2) Rural Arts (2) Manual Arts (2) Household Arts (2)	History (1) Rural Arts (2) Manual Arts (2) Household Arts (2)	
Preparatory											
	Manual Arts (5) Domestic Arts (5)	Geometry (5)	History (2) Phy. Geography (3)		English (5)	Latin (3) French or German (3)		History (3)	Botany and Zoology (3) Music (2)	Latin (2) French or German (2)	

MUSIC.

The aim of the course in music in a Normal School is to prepare the students to teach music in the Public Schools. Wherever music has been systematically and pedagogically taught to children in the grades, educators have become fully convinced of its educational value. No subject has greater power in awakening and stimulating thought and action. It combines the training of mathematics and language, and is a serious factor in the mental, physical and emotional development of a child.

To teach the subject effectively the teacher must herself be equipped with a knowledge of the fundamentals. It is essential that she be able to read at sight such simple music as should be taught in the grades, and it is desirable that through more advanced study she may have a broader conception and appreciation of the intellectual and æsthetic values of music.

Music Prep. A and B: This course is designed for beginners. Its completion requires the ability to read at sight simple music such as is taught in the first four grades.

Scale: Major and Normal Minor.

Tone Study: Interval studies; scale relations established by changing Do; sharp 4 and flat 7—all chromatics introduced.

Measure: Two-one, two-two, three-two, four-four, and six-eight.

Rhythm: One sound to one beat; two or more beats to one sound; two, three and four sounds to one beat. Dotted half followed by a quarter in two-two measure. Dotted quarter followed by an eighth in two-four measure. Dotted eighth followed by a sixteenth in two-eight measure.

Methods of teaching music are strikingly similar to the most successful methods of teaching reading. In each case the learner must be familiar with the thing to be represented before any attempt is made at representation. Such methods will be employed in this course. The students will acquire a musical vocabulary through the study of the scale tones in their relation to each other by means of little phrase groups, using the Italian syllables. When familiar enough with these phrase groups to recognize them when they are sung or played, the representation will be given. Thus all problems, both tonal and rhythmic, are presented to the ear first. Trained in this way, at the completion of course I a student should hear the tones and feel the rhythms when she looks at the printed page of music, precisely as the reader of English gets the thought by silent reading.

Material: Harmonic Music Charts A-B-C-D, Ripley and Tapper. Harmonic Primer and First Reader, Ripley and Tapper. Supplementary Sight Reading Exercises. Teachers' Manual of Dictation Book I. (Study of Tone and Rhythm), Dann's Music Writing Book, No. I.

Two periods per week.

Music 11 and 12: Brief review of Music Prep. A and B; Completion of Music 11 and 12 requires the ability to read at sight the material used in the grades. Method of instruction the same as in Music Prep. A and B.

Scale: Harmonic and Melodic Minor. Representation of all scales without signature.

Tone Study: Exhaustive study of chromatic tones.

Rhythm: Dotted eighth followed by sixteenth in two-four measure. Dotted quarter followed by eighth in two-two measure.

Material: Harmonic Music Charts E-F-G—Ripley and Tapper. Harmonic Second, Third and Fourth Readers. Teachers' Manual of Dictation, Book II, Dann. Music Writing Book No. II, Dann.

Two periods per week.

Music 31 and 32: Course I. It is necessary before being eligible to this course for a student to have had two years of musical instruction in this school, or sufficient instruction in some other school to enable her to read at sight the material used in the grades.

This course is devoted to the pedagogical consideration of music from the kindergarten to the seventh year, inclusive. The work of each year is taken up in detail and all problems which confront the grade teacher are discussed.

Each student will be required to present lessons to her own class, in addition to observation and teaching at the Practice School.

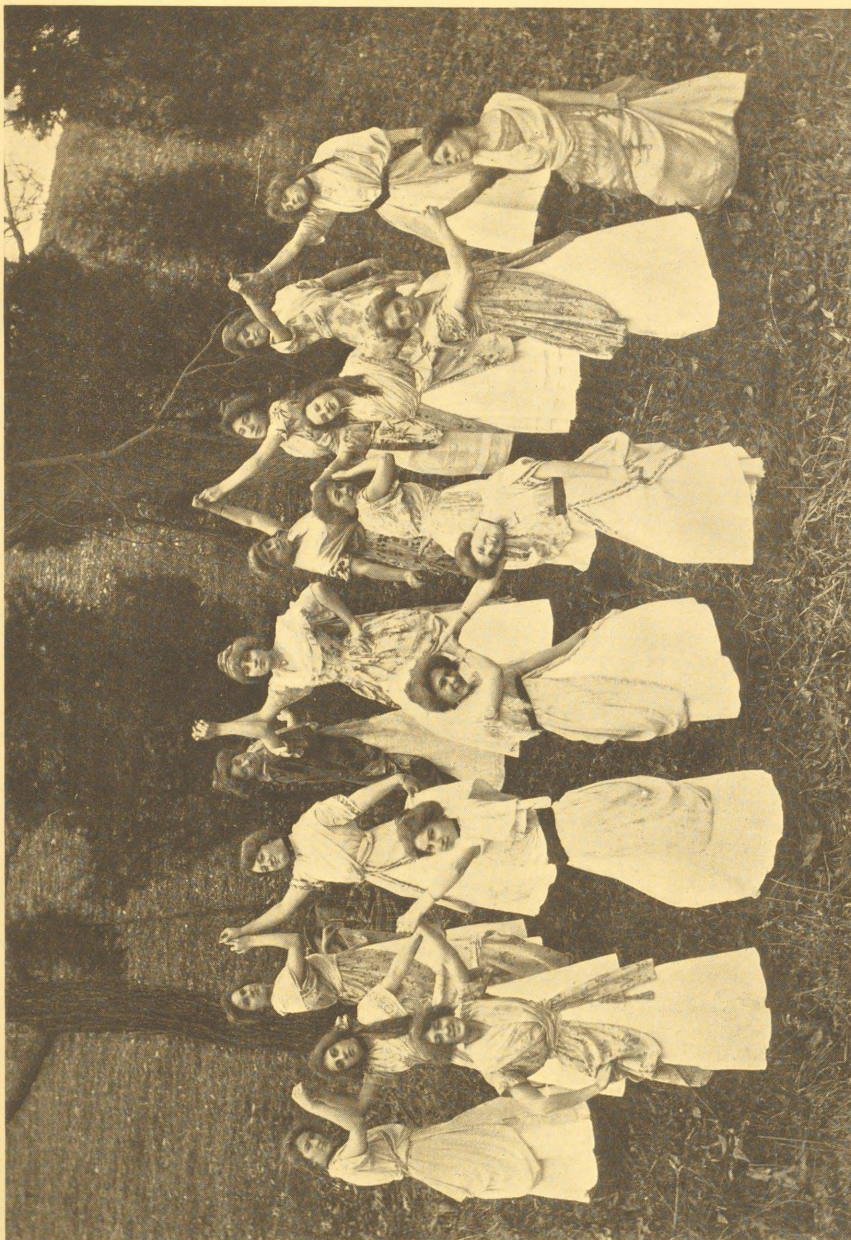
Two periods per week.

Music 31 and 32: Course II. The student who has had one year of musical instruction in this school, or sufficient musical instruction in some school to enable her to read at sight the material used in the first four grades will be admitted to this course. Its completion will require the ability to read at sight the material used in the grades.

Scale: Harmonic and Melodic Minor. Representation of all scales without signature.

Tone Study: Exhaustive study of chromatic tones.

Rhythm: Dotted eighth followed by a sixteenth in two-four measure. Dotted quarter followed by an eighth in two-two measure.



DRAMATIC CLUB

Material: Harmonic Music Charts E-F-G—Ripley and Tapper. Harmonic Second, Third and Fourth Readers. Teachers' Manual of Dictation, Book II—Dann. Music Writing Book No. II—Dann.

The second term of this course is designed for students completing Music 31, Course II. The same method of instruction is used, and its completion is equivalent to that in Music 31 and 32, Course I.

Two periods per week.

Music 31 and 32: Course III. Students entering the Junior year without any previous instruction in music will enter this course. The method of instruction, the material used and the completion of the course will be equivalent to that of Music Prep. II-A and B.

Two periods per week.

Music and Methods 41 and 42: The first term of this course is a continuation of Music 31 and 32, Course III. Its completion requires the ability to read at sight the material used in the grades. The material and method of instruction will be the same as that in Music 31, Course II.

The second term of this course will be devoted to the pedagogical consideration of music as outlined in Music 31 and 32, Course I.

Two periods per week.

Special Music Course. Those students who are said to "have no ear for music" are assigned to this course, which is conducted upon the belief that nearly everyone can learn to sing sufficiently well to teach music in the grades. The members will be taught to match tones and to sing simple scale exercises by imitation, then direction.

After this preliminary training the work will proceed as outlined for Music Prep. II-A and B as rapidly as the students are able to take it.

Two periods per week.

Chorus Singing. Chorus singing is required of all students in the school. The equivalent of one period per week of not less than forty minutes should be devoted to this very essential branch of musical instruction. Standard hymns are studied, as well as choice secular songs.

Glee Club. A glee club of from forty to fifty members is chosen from the student body. Eligibility is based upon quality of voice and sight reading ability. Two, three, and four part choruses of the highest character are studied in weekly rehearsals. Two concerts are given during the year.

MANUAL ARTS AND DRAWING.

The aim of this department is to develop, through a logical course in art teaching, an appreciation of beauty which controls good taste, greater industrial efficiency and power to work out concrete problems, which require skill of hand and self-expression.

The work is planned to fit teachers to teach public school drawing, to give knowledge of the principles of art structure and to develop such appreciation of art as will enable them to be influential in leading others to appreciate the simple and beautiful in daily living, rather than the ornate.

Special work in design, form and color in costume and household decoration is given in the drawing classes.

Drawing 11 and 12: Nature drawing from large growth of grasses, fruits, flowers. Still life drawing from groups of two objects; study of perspective; study of harmony of line; light and dark; and color through variations of good designs; lettering and designing posters, cards, programs; block printing and stencilling fabrics.

Studio fee \$1.50 for the session.

Two periods per week.

Drawing and Methods 31 and 32: One term of this course is spent in studying the principles of design. Original designs are made and color harmonies are studied. Practice in free-hand drawing is given.

The second term is devoted to all phases of drawing and simple hand work for the public school. Lesson plans are required. Correlation with other school work is studied.

Fee \$1.50 for the session.

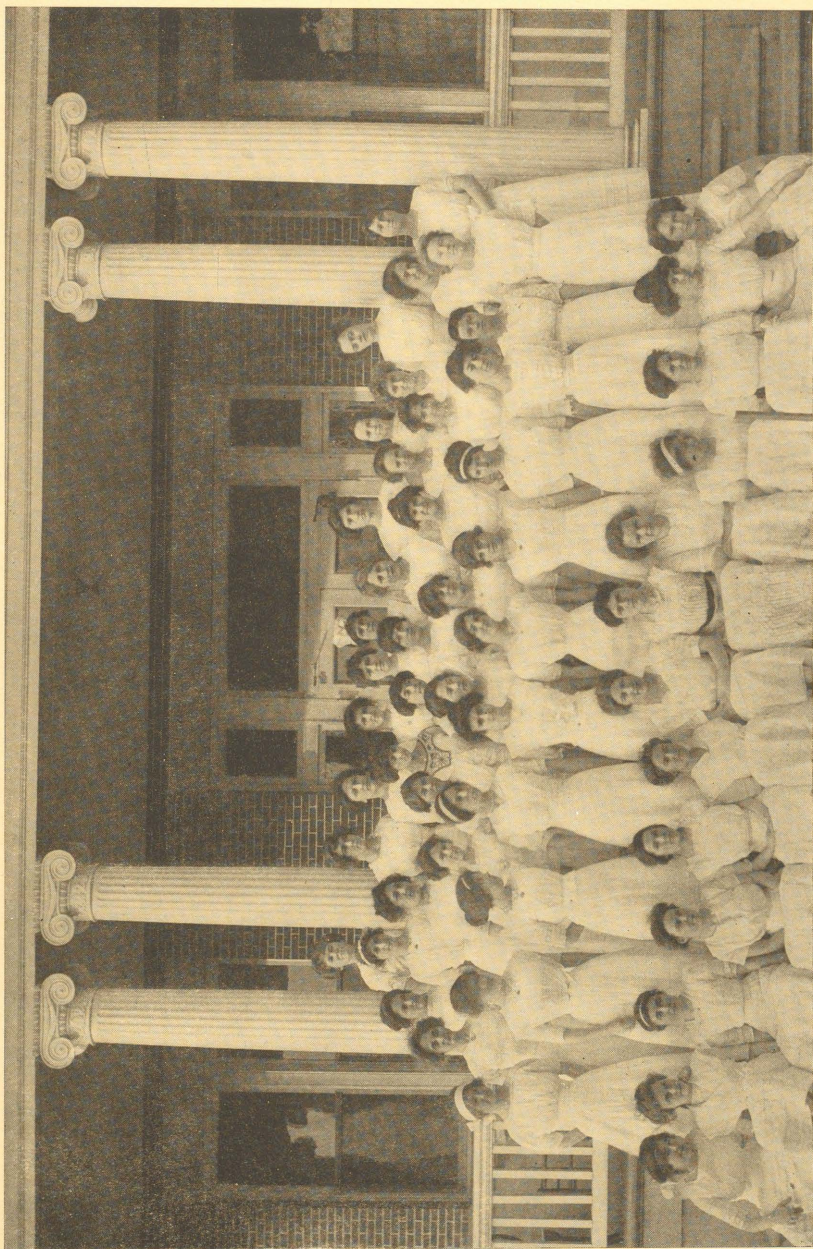
Two periods per week.

Drawing Methods 41a: This course includes the theory and practice of teaching art in the public schools, planning lessons and courses of study, practice in grade work in drawing, and a course in picture study for the elementary grades and high schools. Students study and discuss the relation of art work to other phases of school work. Cost of materials and equipment for use in public schools is considered.

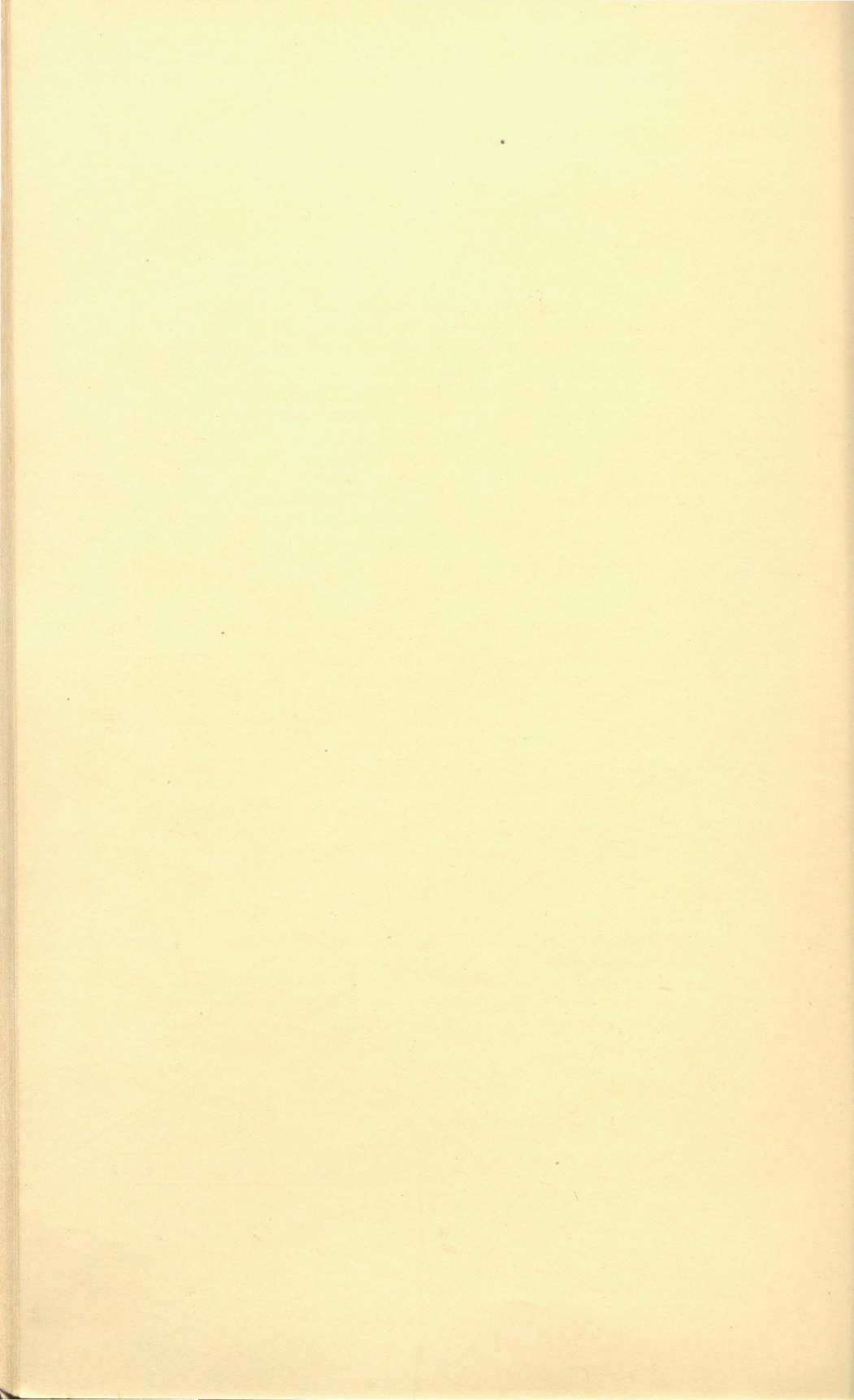
Fee \$1.00 for the term.

Two periods per week.

Drawing 41b and 42b: The first term of this course is the same as the Senior drawing for the regular Normal Course (41a). The



THE GLEE CLUB



second term will be given to the study of constructive design and working drawings.

Fee \$2.00 for the session.

Two periods per week.

Manual Arts Prep. A and B: Clay Modelling and Pottery. This course offers an interesting field in the grades and high school for the study of color, form and proportion. It includes the study of the clay and allied industries in this country and experiments with native clays. It appeals to the home interest through designing and making such articles for use as the modelled candlestick, coffee pot tiles, bowls, cream jugs, etc. The pottery will be made from original designs and will be hand-built. This course includes modelling in low relief, incised lines and practice in modelling people and animals illustrative of work in the public schools. Practice will be given in the mixing of glazes and the stacking and the firing of the kiln.

Fee \$2.00 for the session.

Five periods per week (one lecture, one drawing and three laboratory).

Manual Arts 11 and 12: Bookbinding and Leather Work. This course is planned to meet the need for practical constructive work in the grades and high school where there is no special equipment. It develops the power to plan and the power to execute—two important factors in the child's life. It takes up the study of paper-making and bookbinding, the history of each and the growth and development of these industries in this country. It affords instruction in the principles and processes of bookmaking. The special problems include the making of boxes, portfolios, desk pads, kodak and scrap-books, note books, problems in book-mending and special work in tooled leather. These problems require study of form, proportion, good spacing and color.

Fee \$2.50 for the session.

Five periods per week (divided as Prep. I, A and B, above).

Manual Arts 21 and 22: Art Metal Work. This course deals with sheet copper and silver work suitable for the grades and high school. The processes of cutting, filing, punching, sawing, soldering, hammering and etching are taught. Metal work industries are studied. This course includes the making of simple jewelry, such as pins, rings, necklaces, set with semi-precious stones, and the making of bowls, boxes, and candlesticks.

Fee \$2.50 for the session.

Five periods per week (one lecture, one design and three shop).

Manual Arts 31a and 32a: Theory and Practice of Manual Arts. This course is planned to give the typical forms of Manual Arts which are practical in the elementary grades and high schools. It will include the classifying of models, the organization of courses of study, cost of equipments, selection of equipments from dealers' catalogues. The problem of correlation of Manual Arts with other school subjects will be carefully considered. The history of industrial work will be studied through reading, discussion and observation. This course includes practice teaching.

Three periods per week.

Manual Arts 32b: Primary Handwork. A course designed to give the student a working knowledge of the various forms of handwork which can be used as a means of self-expression in primary grades. The problems will include work in clay, paper, cardboard, textiles, weaving and simple basketry.

Fee \$2.00 for the session.

Three periods per week.

Manual Arts 31b: Design. The principles of design are studied in this course in order that the student may be trained to express ideas in terms of harmonious line, mass and color. This subject will include constructive and decorative designs for textile printing, designs for embroidery, designs for costume with special problems in household decoration for the students in the Household Arts classes.

Fee \$1.50.

Two periods per week.

Manual Arts 31c: Home Mechanics. This course offers practical application in the principles of harmony and color study for decorative house furnishing. It includes the making of picture frames in the shop; the hanging of pictures, printing and hanging of curtains; treatment of floors, walls, wall coverings, and repairing and refinishing of old furniture; the mending of cooking utensils; the making of window boxes and hot-bed frames and flower presses; flats.

Fee \$2.50 for the session.

Two periods per week.

Manual Arts 41c and 42c: Home Mechanics. This course includes advanced study of home furnishing and problems required in the Manual Arts, Household Arts and Rural Arts courses, such as making a fireless cooker, etc. The course gives a good working



DRIVEWAY TO FREDERICKSBURG

knowledge of the wood working tools and their uses. The making of simple box furniture and wood work for grammar grades.

Fee \$2.50 for the session.

Two periods per week. Only 41c is required in Household Arts and Rural Arts.

Manual Arts 42d: Mending and Care of Books. This course includes mending library magazines and the binding of magazines in volumes. The books from the library will be mended and cared for by this class. All problems in book-mending will be given and old books will be rebound.

Fee \$1.00.

Two periods per week.

Manual Arts 41e and 42e; Elementary Handwork. This course gives the various forms of handwork which can be used as a means of self-expression in the elementary grades. It will include problems in paper and cardboard, in textile printing, block printing and stencilling, weaving, the making of hand-built pottery for the study of form, and simple wood-work and metal-work.

Fee \$2.50 for the session.

Three periods per week.

Manual Arts 41f and 42f: Art Appreciation. The principles of art structure studied through a course of illustrated lectures on the masterpieces of the world in painting, sculpture and architecture. Library references are assigned for study. The class is advised to plan for a trip to Washington for the purpose of studying examples of architecture, painting and sculpture.

One period per week.

RURAL ARTS.

The movement for the teaching of agriculture is part of the wide-spread movement for teaching by means of things within the experience of the student. School work, to be vital, must recognize the common activities of men and women and the wonder is that agriculture, the mainstay of all peoples, has been so long ignored in the training of boys and girls for life. The needs of the people demand that the teaching of agriculture should be made comparable in extent and thoroughness with the teaching of mathematics, history, chemistry or literature. Leaders in educational work recognize the great value of the subject in relating school work to the actual interests of the individual and of the community. For these reasons the study of agriculture is now included in the curriculum

of colleges, secondary and elementary schools. In the material benefits resulting from more intelligent farming, the study of agriculture has proved its value beyond a doubt. Better financial returns, happier conditions of living and a greater love for rural life have been the outcome of improved methods of agriculture. It is, however, with the development of the individual that all educational work is chiefly concerned. "The best preparation for the development of a cultivated mind is training in actualities." Involving as it does a knowledge of many sciences and arts, agriculture offers as great a field for scientific study as is offered by any of the professions once designated as "learned." The reason that agriculture is becoming so popular with young men and women is not only because scientific farming affords opportunities for financial gains, but because it opens up a field for intellectual life until recently never suspected or explored. It is recognized, too, that common work and duties on the farm may be made much more educational by being systematized, directed and vitalized by knowledge. Work ceases to be a drudgery when understood.

The aim of the work in Rural Arts is threefold; first, to train teachers to teach agriculture in elementary and secondary schools; second, to increase, through scientific study, the general interest in and enthusiasm for rural activities; and third, to prepare young women to engage in those agricultural pursuits which have proved attractive and remunerative. Above all, the work of this department has for its aim the improvement of home conditions, especially in rural communities, for it is in the application of knowledge to the problems of the home that any work finds its greatest return.

The work for teachers of agriculture is planned with a view to making this subject a live one in school and community. The inestimable value of the study to the individual and to the whole commonwealth is kept constantly in mind. In addition to the practical aspect of the work, the cultural side is emphasized. Every boy and girl, whether in country or city, is greatly benefited by the opportunity to learn the fundamental principles of plant and animal growth.

The special course in Rural Arts is offered in order that young women may be equipped, not only to teach agriculture, but also to engage in attractive, remunerative and wholesome pursuits. The demand for teachers of agriculture is steadily and rapidly growing. As yet, few teachers are equipped for the work and difficulty is experienced in obtaining supervisors in agriculture, nature study and school-gardening. Floriculture, dairying, poultry farming, bee-keeping, and landscape gardening offer excellent opportunities to young women.

The courses named below include different phases of agricultural

principles and practices, a study of each being made at the time of year when it is most practicable.

Text: Agriculture through the Laboratory and School Garden—Jackson and Daugherty. The text is supplemented by bulletins of the various State Experiment Stations, and by the publications of the United States Department of Agriculture.

The Laboratory is equipped with a Babcock milk tester, propagating tables, knives, soil tubes, pruning shears, insect nets and other accessories necessary for conducting practical experiments and exercises, and also a collection of plants of economic importance.

The field work consists in the collecting of insects, the application of sprays, the pruning and planting of trees and shrubs, vegetable and flower gardening, and the cross-pollination of plants as a means of plant improvement.

School Gardening: The school garden forms a nucleus for nature study activities, and furnishes the choicest subjects for this work, such as soil, tillage, moisture, fertilizers, flowers, fruits, vegetables, weeds, insects, toads, birds, rainfall, sunshine, clouds, wind, snow, frost, and ice—all in their close relation offer an unlimited range for study and delight. For several weeks preceding the practical garden exercises, preparatory lessons are given on the soil and seed. These include (a) a comparative study of soil types, of soils and subsoils, and of tillage in its relation to soil moisture and plant growth, and (b) a study of the purity and vitality of seeds.

Planting plans are carefully worked out for each garden exercise, and definite assignments made to each student before leaving the classroom as to what, how, and where to plant. Individual gardening and group gardening are both practiced. In group gardening, where all students take part, is demonstrated the growing of (a) perennial plants, such as forest trees, apple grafts, hard wood cuttings, large and small fruits, and garden herbs, and (b) leguminous plants, fibre plants, and other plants of economic importance.

Rural Arts—Agriculture 11 and 12: Prerequisite. Botany Prep. II. Elementary Agriculture. This course includes a comprehensive study of the fundamental processes necessary to elementary agriculture. Soil management; plant propagation; crop rotation leguminous plants; plant improvement; pruning of plants; principles of feeding.

School Gardening: Purpose; aims; gardens for city schools; for rural schools; individual, experimental, and general gardens;

care of garden, individual work, community work; exhibits; varieties of flowers and vegetables for children's gardens.

Five periods per week.

Rural Arts—Agriculture 31 and 32: This course is the same as Agriculture 11 and 12 above, and need not be repeated here if it has been taken in the Freshman year.

Rural Arts—Agriculture and School Gardening 21 and 22: This course is a continuation of course 11 and 12. Special problems in soil fertility, in perennial and biennial plants, and in plant improvement; enemies of plants; school and home grounds; farm animals; milk and its care.

Five periods per week.

Rural Arts—Agriculture and School Gardening 41 and 42: This is the same as Agriculture and School Gardening 21 and 22 above, and need not be repeated here, if it has been taken in the Sophomore year.

Nature Study: The purpose of these courses is to lead the student into an intelligent appreciation of the relation existing between herself and the things which make up her environment, such as living forms, water, soils, and rocks; or to have her learn "those things in nature that are best worth knowing to the end of doing those things that make life most worth the living."

The work of the course consists of recitations and lectures and of laboratory work, library work, and field work.

Text: *Nature Study and Life*—Hodge. A reference library of carefully selected books is at hand. But the best reference book is the book of nature, illustrations from which may be found upon the school farm with its running brooks, sloping hillsides, and sheltered valleys, and in its myriads of living things.

Nature Study 31 and 32: Prerequisite or Coördinate—Biology. The nature attitude; value to the child and to the teacher; relation to other school work; correlation with other subjects; material for nature study; collections; terrarium and aquarium; suggestions for nature study work in the grades; information about common plants and animals; natural forces and phenomena; astronomy in nature study; nature study note books; lecture-table demonstrations; field excursions.

Nature Study 31 only is required for Junior regular students.

Two periods per week.

Nature Study 41: Prerequisite—Nature Study 31 and 32. Specimen lessons, practice in writing lesson plans, individual exercises and experiments, field work.

Two periods per week.

Poultry 32: Prerequisite—Zoölogy. Poultry keeping is a part of every well regulated system of diversified farming and at the same time offers opportunities as a special business. This course includes a study of poultry breeds, incubation, natural and artificial; practice in operating incubators and brooders; care and management of fowls.

Three periods per week.

Poultry 41 and 42: This course is a continuation of course 32. Laying and market qualities of different breeds; feeds and feeding with reference to egg production and meat production; practice in candling and judging eggs; insects and diseases; houses and appliances.

Text: Principles and Practice of Poultry Culture—Robinson.

Three periods per week.

HOUSEHOLD ARTS.

It has been said that on the home foundation is built all that is good in state or individual, that the most profitable, the most interesting study for woman is the home. Recognizing the home as the unit of society, the purpose of this course is to give training in the various subjects which pertain to the profession of home-making and to prepare teachers in these subjects, enabling them to put into the hands of others the keys to home happiness.

Household Arts, Prep. A and B: Cooking. This course gives a practical knowledge of plain cookery, such as the cooking of cereals, vegetables, soups, batters, breads, milk, eggs, meats, deep fat frying, pudding, etc.

Each section serves a meal.

Laboratory fee, \$2.00 per session.

Five periods per week.

Household Arts 11 and 12: Sewing. A study of textiles which considers the primitive forms of the textile industries; the manufacturing of cotton, wool, linen, silk; buying identifying and grading textile materials. Garment work which consists of making a

complete set of underclothes, a shirtwaist, and a simple dress; embroidery applied to underwear and house linen.

Students furnish their own material.

Five periods per week.

Household Arts 21 and 22: Cooking. This course includes the making of jellies and preserves, canning, yeast breads, cakes and frostings, meats, chafing dish cookery, invalid cookery, fireless cooker, camp cookery, planning and serving meals.

A course in household management will be included in this work, which will consider the problems of the modern housekeeper, and discussions of such topics as income, choice of dwellings, house furniture, supplies, household accounts, household service, cleaning, repairing.

Laboratory fee \$2.00 per session.

Five periods per week.

Household Arts 31a and 32a: Cooking and Dietetics. This course teaches the principles of human nutrition and aims to apply these principles to the feeding of individuals and families under varying conditions.

Laboratory fee \$2.00 per session.

Two double periods per week.

Household Arts 31b: Food Composition. The lectures of this course describe the various foods from the raw state to the finished product. The subjects considered are the sugars, starches, flours cereals, bread, canned goods.

Lectures and required readings.

Three periods per week.

Household Arts 31c and 32c: Dressmaking. This course consists in taking accurate measurements; drafting patterns; the selection and economic use of material; cutting, fitting and finishing simple dresses, evening gowns and children's clothes.

Students furnish their own material.

Three periods per week.

Household Arts 41a and 42a: Theory and Practice in Domestic Science. This course considers the relation of Domestic Science to education; its relation to the curriculum; the planning of lessons and of courses of study.

Practice work consists in observation, assisting the instructor, and practice teaching.

Three periods per week.



CLASS IN SEWING

Household Arts 41b and 42b: Theory and Practice in Domestic Arts. This course considers the relation of Domestic Arts to education; the methods of teaching it in various kinds of schools; the planning of lessons and of courses of study.

Practical work consists of observation and practice teaching.

Three double periods per week.

Household Arts 41c: Observation. The girls of the fifth and sixth grades of the Training School are given practical working lessons in sewing and cooking by the instructor in charge of the Household Arts Department for the benefit of the observation class. These lessons are reported upon and discussed.

Five periods per week.

Household Arts 42c: Practice Teaching. Practice Teaching follows the observation lessons in which the student plans and teaches lessons in sewing and cooking under the supervision of the instructor in charge.

Five periods per week.

Household Arts 42d: History of Costume. A study of Ancient Egyptian, Grecian, French costumes, early and modern, will be given.

Lectures, required readings and discussions.

Three periods per week.

Household Arts 42e: Millinery. This course gives practice in the construction and trimming of hats.

Four periods per week.

Register of Students for 1912-'13

NAME—COUNTY OR CITY.	ADDRESS.
Acree, Mary Ella, King and Queen	Minor
Acree, Carrie Maxwell, King and Queen	Minor
Andrews, Mary Buford, Spottsylvania	Sunlight
Arnold, Edna Celeste, King William	Palls
Arnold, Leah Placida, King William	Palls
Ashley, Beatrice, Henrico	East Richmond
Babcock, Lelia, Charles City	Binns Hall
Bailey, Annie Calphurnia, Henrico	Richmond
Ballard, Abbie, Stafford	Berea
Ballard, Effie Apperson, Stafford	Berea
Barber, Muriel Dorothea, Fredericksburg	Fredericksburg
Bartenstein, Katherine, Fauquier	Warrenton
Beachboard, Iva Celeste, Northampton	Cape Charles
Beazley, Grace Franklin, Hanover	Beaver Dam
Billingsley, Elizabeth Lindsay, Culpeper	Lignum
Boggs, Lucile Hooe, King George	Comorn
Bolen, Virginia Franklin, Culpeper	Culpeper
Bond, Elma, Fredericksburg	Fredericksburg
Borum, Columbia, Mathews	Port Haywood
Bowman, Laura McDowell, Fredericksburg	Fredericksburg
Boxley, Ethel Virginia, Louisa	Trevilian
Bradford, Joyce Edmonds, Accomac	Melfa
Bray, Angie Haig, Essex	Dunnsville
Bray, Garnett Bland, King and Queen	Little Plymouth
Brizendine, Isla Kaherine, Essex	Ozeana
Broaddus, Elsie Leland, Caroline	Bowling Green
Broaddus, Ettinette Hoskins, Essex	Millers Tavern
Broaddus, Lottie Lee, Caroline	Smoots
Brooking, Janie Sophronia, Orange	Orange
Brooking, Lillian McRae, Orange	Orange
Broun, Lucile Lyle, Northumberland	Broun's Store
Bullock, Ethel May, Spottsylvania	Summit
Bunkley, Mattie Hogge, York	Tampico
Burke, Louise Pollard, King and Queen	St. Stephens
Burroughs, Lois Nita, Northumberland	Coan
Burruss, Anne Page, Orange	Daniel
Burruss, Rosa Curry, Orange	Thorn Hill
Carey, Mary Lindsay, Westmoreland	Hague
Carter, Ila Moselle, Caroline	Bowling Green
Carter, Lemira Douglass, Fredericksburg	Fredericksburg
Carter, Ruth Ramsey, Caroline	Upper Zion
Carter, Wilma Earle, Caroline	Bowling Green
Chenery, Elizabeth Cardwell, Hanover	Ashland
Chesley, Mary Elizabeth, Stafford	Leeland



SCHOOL GARDENS IN CONNECTION WITH TRAINING SCHOOL

NAME—COUNTY OR CITY.	ADDRESS.
Chilton, Alice, Lancaster	Lancaster
Clarkson, Ruth Elmore, Richmond County	Sharps
Cluverius, Ula Hurst, King and Queen	Little Plymouth
Coleman, Elsie, Mecklenburg	Chase City
Coleman, Mary Lin, Spottsylvania	Massaponax
Coleman, Mary Temple, King and Queen	Daisy
Cosby, Maria Louise, Louisa	Buckner
Cowell, Jennie Flora, Hanover	Doswell
Cralle, Bertie Williams, Richmond County	Emmertown
Curlis, Belle Pollard, Charles City	Holdcroft
Curtis, Azele, Culpeper	Mitchells
Daffan, Jessie Gatewood, Fauquier	Morrisville
Daniel, Helen Lane, Fredericksburg	Fredericksburg
Davis, Sarah Etta, Albemarle	Shafter
Deierhoi, Mary Christine, Henrico	Highland Springs
Diedrich, Anna Elizabeth, Sussex	Waverly
Donnally, Mary Waggener, Louisa	Louisa
Duff, Addie Vane, Greene	Quinque
Edwards, Grace, Richmond County	Farnham
Farinholt, Ella Virginia, New Kent	Barhamsville
Faulconer, Ruby Anna, Orange	Rhoadesville
Finney, Alice Leah, Northampton	Franktown
Fitz-Hugh, Janette, Fredericksburg	Fredericksburg
Fleet, Martha Pollard, King and Queen	Bruington
Flippo, Carrie, Spottsylvania	Fredericksburg
Flippo, Mary, Spottsylvania	Fredericksburg
Ford, Nell Broughton, Lancaster	Irvington
Poster, Annie Eugenia, Spottsylvania	Logan
Foster, Bessie Hart, Orange	Lahore
French, Lula May, Stafford	Roseville
Gardner, Helen Campbell, Louisa	Apple Grove
Garrett, Minnie Merle, King and Queen	Shanghai
Garth, Jane Little, Louisa	Louisa
Gordon, Elizabeth Herndon, Spottsylvania	Spottsylvania C. H.
Gordon, Virginia Towles, Spottsylvania	Spottsylvania C. H.
Graves, Florence Ursula, Orange	Lahore
Graves, Jean Fisher, Bedford	Bedford City
Graves, Junia, Bedford	Bedford City
Green, Ora Constance, Hanover	Atlee
Griffin, Mary Hilda, Fredericksburg	Fredericksburg
Haislip, Lilian Elson, Middlesex	Church View
Harris, Anne Mills, Louisa	Apple Grove
Harris, Marian Louise, Louisa	Fredericks Hall
Harris, Ora Gordon, Louisa	Fredericks Hall
Henley, Louise Randolph, Norfolk	Norfolk
Henry, Anne Ravenel, Rappahannock	Woodville
Hicks, Lena Estelle, Caroline	Port Royal
Hill, Flora McFaden, Hanover	Atlee
Holladay, Lucy Nelson, Spottsylvania	Holladay
Hoskins, Ella Garnett, Essex	Dunnsville
vonHofsten, Clara Louise, Chesterfield	South Richmond
Hurt, Mary Berta, Richmond	Richmond
James, Agnes Christian, Lancaster	Irvington
Jenkins, Genevieve, Lancaster	Litwalton
Jesse, Bessie Morton, Lancaster	Litwalton

NAME—COUNTY OR CITY.	ADDRESS.
Johnson, Mary Warner, King William	Rose Garden
Jones, Francis Marion, Albemarle	North Garden
Keaton, Julia Westwood, Elizabeth City	Hampton
Kendall, Mary Champe, Orange	Thorn Hill
Kennedy, Fannie Tyree, Louisa	Mineral
Kennedy, Lucy Carter, Louisa	Mineral
King, Elsie Elizabeth, King George	Comorn
Lankford, Emma Woodson, Northampton	Franktown
Lawless, Emma Copeland, Nansemond	Holland
Lawson, Waverly Kelsie, Middlesex	Butylo
Lewis, Julia Louise, Lancaster	Morattico
Lewis, Shirley, Alexandria County	Washington
Linthicum, Bealmear Dare, Fredericksburg	Fredericksburg
Lord, Ruth Helen, Henrico	Richmond
Lucas, Pearl Malvina, Culpeper	Winston
Lyne, Buford Kirtley, Newport News	Newport News
Marye, Nettie Corbin, Fredericksburg	Fredericksburg
Marye, Rebecca Farley, Fredericksburg	Fredericksburg
Mastin, Mary Graham, Augusta	Waynesboro
Michie, Lillian Lee, Albemarle	Ivy Depot
Mister, Lillian, Northampton	Townsend
Moncure, Mary Pemberton, Stafford	Falmouth
Morgan, Clara Virginia, Richmond County	Warsaw
Motley, Louise Govan, Richmond County	Sharps
Munro, Helen, Henrico	Highland Springs
Nance, Fannie, Charles City	Charles City
Nash, Ethel, Fredericksburg	Fredericksburg
Nash, Mabel Ada, Hanover	Glen Allen
Nelms, Pawling Adelaide, Northumberland	Heathsville
Nicholas, Annie Fontaine, Albemarle	Scottsville
Nicholas, Margaret Micou, Albemarle	Scottsville
Norris, Sallie Henrietta, Fredericksburg	Fredericksburg
Oliver, Nannie Cunningham, Lancaster	Irvington
Parker, Nannie Waller, Essex	Mt. Landing
Payne, Lucy Spottsylvania	Wilderness
Payne, May, Spottsylvania	Belmont
Pearce, Martha Belle, Richmond City	Richmond
Pearce, Rachel Ray, Richmond City	Richmond
Peirce, Eliza Bates, Lancaster	Nuttsville
Perrin, Lelia Mae, Hanover	Ashland
Perry, Ellen Pauline, Fredericksburg	Fredericksburg
Phillips, Helen Cabell, Fredericksburg	Fredericksburg
Pitts, Jane Broadus, Caroline	Upper Zion
Post, Ruth, Northampton	Cape Charles
Pyke, Hannah Carr, Stafford	Widewater
Pyke, Nita Stribling, Stafford	Widewater
Raiford, Alma Lucille, Southampton	Zuni
Raiford, Julia Anna, Southampton	Ivor
Rawlings, Lucille, Fredericksburg	Fredericksburg
Reamy, Margaret Daingerfield, Stafford	Heflin
Ribble, Francis LeBaron, Petersburg	Petersburg
Rice, Charlotte Eugenia, Northumberland	Heathsville
Rice, Katherine Gresham, Northumberland	Heathsville
Rice, Julia Latane, Essex	Ozeana
Richards, Pattie Lee, New Kent	Tunstall

NAME—COUNTY OR CITY.	ADDRESS.
Richardson, Lucy Gray, King and Queen	Ino
Roberts, Sallye Esther, Florida	Palatka
Robinson, Ethel May, Fauquier	Warrenton
Robinson, Myrtle, Stafford	Brooke
Rooks, Verna Laurie, Northampton	Cheriton
Rowe, Cora, Spottsylvania	Fredericksburg
Saunders, Virginia Price, Hanover	Hanover
Schools, Moody Viola, King and Queen	Newtown
Scott, Annie Louise, Northampton	Cape Charles
Scott, Bertha Wright, Amelia	Amelia C. H.
Scott, Kathleen Holt, Essex	Dunnsville
Scrimger, Bertha Lombard, Richmond County	Sharps
Seay, Rosalie Maude, King and Queen	Walkerton
Segar, Sarah Temple, Middlesex	Saluda
Shuman, Lois Marie, Caroline	Guide
Smith, Elizabeth Ada, Northumberland	Coan
Smith, Ethel Johnson, Caroline	Blantons
Smith, Laura Stuart, King George	Dogue
Smith, Sex Nannie, Caroline	Golansville
Snead, Mary Selden, Essex	Tappahannock
Southall, Marion Macon, Charles City	Holdcroft
Spindle, Josephine, Essex	Loretto
Spindle, Sarah Burke, Essex	Loretto
Tankard, Myrtis Garrison, Northampton	Franktown
Tanner, Grace Kinnier, Campbell	Lynchburg
Taylor, Ethel Louise, Newport News	Newport News
Thomas, Ruth Virginia, Caroline	Bowling Green
Touill, Eloise Health, Lancaster	Irvington
Tribble, Elizabeth Dorothy, Essex	Dunnsville
Walker, Susan Dabney, Lynchburg	Lynchburg
Walker, Winnie Davis, Middlesex	Urbanna
Ware, Anne Latane, Essex	Wares Wharf
Ware, Catherine Elizabeth, Essex	Tappahannock
Waring, Lillian, New Kent	White House
Washington, Roberta Katherine, Caroline	Woodford
Wickham, Ruth Garnet, Hanover	Beaver Dam
Williams, Lila C., Gloucester	Ware Neck
Willis, Virginia Isabel, Culpeper	Lignum
Wilson, Gay Vaughan, Richmond	Richmond
Wortham, Mary Isabella, Mecklenburg	Chase City
Wright, Mary Overton, Essex	Tappahannock
Yowell, Russell Virginia, Culpeper	Culpeper

OFFICE RECORD

191

State Certificate Held

Assigned to

Class

Conditioned on

Excused from

Irregular Assignments

Chairman Classification Committee.

APPLICATION FORM

APPLICANTS OR PROSPECTIVE APPLICANTS FOR ADMISSION TO THE FREDERICKSBURG NORMAL SCHOOL SHOULD FILL OUT THE FOLLOWING FORM AND SEND TO THE PRESIDENT

Subject	Text Used	Pages Studied	Session	Number of Weeks	Number of Times a Week	Length of Recitation	Examination Grade
English Grammar							
Rhetoric							
English Literature							
Algebra							
Arithmetic							
Physical Geography							
Agriculture							
Ancient History							
Latin Grammar							
German Grammar							
French Grammar							
Plane Geometry							
Solid Geometry							
Med. and Mod. History							
English History							
Physics							

U. S. History

Civics

Cæsar

Cicero

Virgil

Check subjects studied, and give complete information as per column-headings.

Four High School credits are required for entrance to this School.

A credit means a 40 minute recitation 5 times a week for 36 weeks. The entrance credits must be in the following subjects: 1 in English (well grounded in Grammar, mastery of five classics and elementary composition—see English Course in catalogue), 1 in Mathematics (includes Algebra through pure quadratic equations) and 2 selected from the following: Science (Physical Geography and Agriculture), Ancient History, Manual Arts, Latin, German, French, Spanish.

1. Are you in good health?.....

Name Age

2. Do you wish a room reserved in Dormitory?.....

P O.

3. Do you wish a State scholarship?.....

Date.....

4. Do you agree to teach in the public schools of Virginia one session for each session's attendance at this school?

School attended?

Location of school attended

I certify that this form has been made out correctly.

Name, Principal School.

Date.....

I recommend Miss.....for a State Scholarship in the Fredericksburg Normal School.

.....Supt. SchoolsCounty191.....
NOTE—Superintendent's signature not necessary unless State Scholarship is requested.

APPLICATION FORM

<p>1. <u>Full Name</u> _____</p> <p>2. <u>Date of Birth</u> _____</p> <p>3. <u>Address</u> _____</p> <p>4. <u>City</u> _____</p> <p>5. <u>State</u> _____</p> <p>6. <u>Zip</u> _____</p> <p>7. <u>Telephone</u> _____</p> <p>8. <u>Occupation</u> _____</p> <p>9. <u>Education</u> _____</p> <p>10. <u>Marital Status</u> _____</p> <p>11. <u>Number of Children</u> _____</p> <p>12. <u>Religion</u> _____</p> <p>13. <u>Political Party</u> _____</p> <p>14. <u>Previous Employment</u> _____</p> <p>15. <u>Reason for Application</u> _____</p> <p>16. <u>Signature</u> _____</p> <p>17. <u>Date</u> _____</p>	<p>18. <u>Reference 1 Name</u> _____</p> <p>19. <u>Reference 1 Address</u> _____</p> <p>20. <u>Reference 1 City</u> _____</p> <p>21. <u>Reference 1 State</u> _____</p> <p>22. <u>Reference 1 Zip</u> _____</p> <p>23. <u>Reference 1 Telephone</u> _____</p> <p>24. <u>Reference 1 Occupation</u> _____</p> <p>25. <u>Reference 1 Education</u> _____</p> <p>26. <u>Reference 1 Marital Status</u> _____</p> <p>27. <u>Reference 1 Number of Children</u> _____</p> <p>28. <u>Reference 1 Religion</u> _____</p> <p>29. <u>Reference 1 Political Party</u> _____</p> <p>30. <u>Reference 1 Previous Employment</u> _____</p> <p>31. <u>Reference 1 Reason for Application</u> _____</p> <p>32. <u>Reference 1 Signature</u> _____</p> <p>33. <u>Reference 1 Date</u> _____</p>	<p>34. <u>Reference 2 Name</u> _____</p> <p>35. <u>Reference 2 Address</u> _____</p> <p>36. <u>Reference 2 City</u> _____</p> <p>37. <u>Reference 2 State</u> _____</p> <p>38. <u>Reference 2 Zip</u> _____</p> <p>39. <u>Reference 2 Telephone</u> _____</p> <p>40. <u>Reference 2 Occupation</u> _____</p> <p>41. <u>Reference 2 Education</u> _____</p> <p>42. <u>Reference 2 Marital Status</u> _____</p> <p>43. <u>Reference 2 Number of Children</u> _____</p> <p>44. <u>Reference 2 Religion</u> _____</p> <p>45. <u>Reference 2 Political Party</u> _____</p> <p>46. <u>Reference 2 Previous Employment</u> _____</p> <p>47. <u>Reference 2 Reason for Application</u> _____</p> <p>48. <u>Reference 2 Signature</u> _____</p> <p>49. <u>Reference 2 Date</u> _____</p>	<p>50. <u>Reference 3 Name</u> _____</p> <p>51. <u>Reference 3 Address</u> _____</p> <p>52. <u>Reference 3 City</u> _____</p> <p>53. <u>Reference 3 State</u> _____</p> <p>54. <u>Reference 3 Zip</u> _____</p> <p>55. <u>Reference 3 Telephone</u> _____</p> <p>56. <u>Reference 3 Occupation</u> _____</p> <p>57. <u>Reference 3 Education</u> _____</p> <p>58. <u>Reference 3 Marital Status</u> _____</p> <p>59. <u>Reference 3 Number of Children</u> _____</p> <p>60. <u>Reference 3 Religion</u> _____</p> <p>61. <u>Reference 3 Political Party</u> _____</p> <p>62. <u>Reference 3 Previous Employment</u> _____</p> <p>63. <u>Reference 3 Reason for Application</u> _____</p> <p>64. <u>Reference 3 Signature</u> _____</p> <p>65. <u>Reference 3 Date</u> _____</p>	<p>66. <u>Reference 4 Name</u> _____</p> <p>67. <u>Reference 4 Address</u> _____</p> <p>68. <u>Reference 4 City</u> _____</p> <p>69. <u>Reference 4 State</u> _____</p> <p>70. <u>Reference 4 Zip</u> _____</p> <p>71. <u>Reference 4 Telephone</u> _____</p> <p>72. <u>Reference 4 Occupation</u> _____</p> <p>73. <u>Reference 4 Education</u> _____</p> <p>74. <u>Reference 4 Marital Status</u> _____</p> <p>75. <u>Reference 4 Number of Children</u> _____</p> <p>76. <u>Reference 4 Religion</u> _____</p> <p>77. <u>Reference 4 Political Party</u> _____</p> <p>78. <u>Reference 4 Previous Employment</u> _____</p> <p>79. <u>Reference 4 Reason for Application</u> _____</p> <p>80. <u>Reference 4 Signature</u> _____</p> <p>81. <u>Reference 4 Date</u> _____</p>	<p>82. <u>Reference 5 Name</u> _____</p> <p>83. <u>Reference 5 Address</u> _____</p> <p>84. <u>Reference 5 City</u> _____</p> <p>85. <u>Reference 5 State</u> _____</p> <p>86. <u>Reference 5 Zip</u> _____</p> <p>87. <u>Reference 5 Telephone</u> _____</p> <p>88. <u>Reference 5 Occupation</u> _____</p> <p>89. <u>Reference 5 Education</u> _____</p> <p>90. <u>Reference 5 Marital Status</u> _____</p> <p>91. <u>Reference 5 Number of Children</u> _____</p> <p>92. <u>Reference 5 Religion</u> _____</p> <p>93. <u>Reference 5 Political Party</u> _____</p> <p>94. <u>Reference 5 Previous Employment</u> _____</p> <p>95. <u>Reference 5 Reason for Application</u> _____</p> <p>96. <u>Reference 5 Signature</u> _____</p> <p>97. <u>Reference 5 Date</u> _____</p>
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BULANEY-BOATWRIGHT COMPANY
LYNCHBURG, VA.